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ABSTRACT

The revised (1979) regulations governing the certification of educational personnel in the state of Vermont are presented. Part I contains general information on statutory changes, April 1, 1971; transition from 1965 to 1979 regulations; and how to apply for a certificate. Included also is information on program approval for teacher education and certification, national teacher examinations, multiple certification, teachers' retirement system, and the local evaluation agency. In Part II, regulations governing professional certification and renewal are presented. Part III covers the topic of certification by reciprocity. Conditions for certification through approval of local programs are covered in Part IV. Part V summarizes general regulations covering adjustment of requirements, certification review board and appeals committee, certification review, suspension and revocation, former teachers returning to work, certification of paraprofessionals, and certification of superintending personnel. Part VI covers the official guidelines and required competencies for adequate preparation of elementary and secondary teachers. (JD)

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STATE OF VERMONT

DEPARTMENT OF EDUCATION

MONTPELIER

REGULATIONS

GOVERNING THE CERTIFICATION OF EDUCATIONAL PERSONNEL

Including Revisions
July 1979

JULY 1, 1971

ISSUED BY THE
STATE BOARD OF EDUCATION

SP 019 410

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FOREWORD

Certification is a tool used to insure that members included in the professions have the competence to carry forward with honor the purposes of their professions. As the culture changes, so must the purposes of professions of that culture and the methods of achieving those purposes. Each profession then, is faced with the responsibility of reviewing the standards used to certify that members of the professional society are capable of using the new methods or skills to achieve the purposes demanded by the new cultural trends.

The Education profession in Vermont has completed this review and has, in this document, compiled the new reguirements for certification. In a society of burgeoning technology and mass communications, this has not been an easy task. The role of the professional is changing rapidly, and technology and new methods are creating new and important roles for educators. It is also creating a need for educational personnel whose training may be less than that of the professional.

The "Committee of 31" (1967-1969) labored over the task of recommending new regulations that would reflect change and allow for flexibility, and it is to their credit that most of the recommendations have survived the reviews of many professional groups.

As the changing culture accelerates its rate of change, these new regulations will have to be subjected to frequent review and revision. It is with this in mind that the Department indicates its desire for ongoing suggestions from any interested persons or agencies. In the meantime, the Department hopes that there is included enough flexibility to be somewhat adaptive to new methods and purposes as they are formulated.

It is hoped that these new certification requirements will continue to make it possible to attract highly qualified and dedicated professional personnel to staff the schools of Vermont.

Joseph H. Oakey
Commissioner of Education

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I. GENERAL INFORMATION

A. STATUTORY CHANGES APRIL 1, 1971

Sec. 4. 16 V.S.A. §1697 is added to read:

§1697 FEES

The fee for each certificate, renewal or replacement thereof, shall be fixed by the State Board of Education at an amount not to exceed $15.00 and shall be payable in check or money order only, to the State Treasurer.

Sec. 6. 16 V.S.A. §1792 (a) is amended to read:

§1792 TEACHERS WITH PROFESSIONAL CERTIFICATION

(a) QUALIFICATIONS. A professionally-certified teacher is a holder of a professional three-year certificate, a professional probationary certificate, or a professional standard certificate or a professional continuing certificate as issued under the regulations of the State Board of Education.

B. TRANSITION FROM 1965 to 1971 REGULATIONS

Applicants who began programs in professional preparation prior to the adoption of these regulations may be initially certified under the 1965 regulations. Professionals who began certification renewal programs before 1971 are eligible for one renewal under the 1965 regulations. The expiration date recorded on all valid certificates as of July 1, 1971, will be honored in all cases, regardless of local program requirements.

C. HOW TO APPLY FOR A CERTIFICATE

1. Secure an Application for a Certificate and a Teacher's Oath form from the Division of Teacher Education Services, Department of Education, Montpelier, Vermont.
2. Supply the information requested on these forms including official transcript of academic work and return them to the Department of Education.

C. HOW TO APPLY FOR A CERTIFICATE (continued)

3. Applicants completing approved college programs or approved local agency programs should secure application forms from program director.

4. Enclose proper amount for fee by check or money order.

Initial Professional Certificate	-	$10.00
Renewal of Professional Standard and Continuing Certificate	-	5.00
Renewal of Professional Probationary Certificate	-	3.00

D. THE PROGRAM APPROVAL APPROACH TO TEACHER EDUCATION AND CERTIFICATION

In 1966 the State Board of Education approved and adopted a policy known as the Program Approval Approach. This policy was intended to bring about the evaluation of and state approval of Teacher Education Programs in those Vermont Higher Education Institutions where the preparation of teachers was a definite part of the total college program.

In 1967 the Vermont State Legislature appropriated the necessary funds for the administration and implementation of this policy.

In 1969 the Vermont State Board of Education voted to require that all teacher preparation institutions must apply to the State Department of Education for evaluation on or before September 1, 1970, or have their Teacher Education program classified as unapproved.

Graduates of a State Approved Program are automatically certified as beginning teachers and are issued the Professional Probationary certificate. This certificate is issued by the State Department of Education to those graduates of an approved program who have been recommended by the college from which they have graduated.

E. NATIONAL TEACHER EXAMINATIONS

Students and teachers who take the National Teacher Examination should submit their scores along with the other credentials required for certification.

F. MULTIPLE CERTIFICATION

There is nothing in these regulations that prohibits a person from being certified in more than one area, if he is qualified. If an applicant desires to have his certificate endorsed for more than four (4) areas he must petition the State Department of Education for the additional endorsements.

G. TEACHERS' RETIREMENT SYSTEM

For information on membership and benefits, write to Secretary, Vermont Teachers' Retirement System, Montpelier, Vermont.

H. THE LOCAL EVALUATION AGENCY

Any school district or union school district may request that it be allowed to participate in the certification process by submitting a plan according to the conditions described in Part IV on pages 11 and 12.

The local plan should be submitted to the State Department of Education by a committee that is representative of all educational personnel in the district. If the Superintendent of Schools or a member of the administrative staff does not serve as a member of the committee then it is expected that the plan will have his approval before it is submitted.

This committee may serve as the Local Evaluation Agency or it may appoint or have elected a group to be so designated. The State Department of Education reserves the right to determine if the Local Evaluation Agency is appropriately and fairly representative of all interested parties.

II. PROFESSIONAL CERTIFICATION AND RENEWAL

A. WHO NEEDS A PROFESSIONAL CERTIFICATE?

Every person who teaches, administers, or serves as professional specialized educational personnel for more than thirty days in one school year in a public school or schools must hold a valid certificate on or before the first day of teaching. The exception is a teacher on the "retirement" list of a State or Local Teachers Retirement System who may teach for sixty days without a certificate. (T. 16 § 1692)

Student teachers, volunteers, resource people and interns not under contract as paid employees are not required to hold a certificate.

It is the responsibility of the applicant to have filed a complete and accurate application for certification before beginning employment.

Applicants and teacher preparation agencies should pay careful attention to the Section: Guidelines for Adequate Preparation before applying for initial certification or program approval respectively.

B. THE PROFESSIONAL PROBATIONARY CERTIFICATE

The person who desires to enter the educational profession and become employed in a Vermont public elementary or secondary school, never having held a teaching certificate before (in any state) becomes eligible to receive a Professional Probationary Certificate if he or she has satisfactorily completed one of the following procedures:

1. Graduated from a State Department of Education approved teacher preparation program in Vermont with the recommendation of the institution or agency offering the program.

B. THE PROFESSIONAL PROBATIONARY CERTIFICATE (continued)

2. Graduated from a State Department of Education approved teacher preparation program (outside of Vermont) with the recommendation of the institution or agency offering the program if that state is one with whom a reciprocity contract has been signed or if the program has approval from a national approving agency recognized by that state.
3. Graduated from an accredited four-year college and is engaged in a professionally supervised program which has been approved by the State Department of Education and which is to be completed within the first four years of teaching. The certificate may also be granted to a candidate who has completed such a program.
4. Recommended by both a superintendent of schools and also the Local Evaluation Agency as having satisfactory academic background and experience. In the absence of a Local Evaluation Agency, a Committee appointed by the State Department of Education shall make the recommendation. The recommending agents shall make use of the Guidelines for Adequate Preparation in their evaluation and determination.

Period of Validity and Renewal

The Professional Probationary certificate is renewable annually for up to four years on the recommendation of the employing superintendent. This certificate must be held for at least two consecutive years before the teacher may apply for Professional Standard certification.

C. PROFESSIONAL STANDARD CERTIFICATE

1. After successful completion of the Professional Probationary period, a teacher may apply for the Standard Certificate. It shall be issued to those applicants who have been recommended by the employing superintendent of schools, or by a local evaluation agency, or by a committee of professional colleagues appointed by the State Department of Education.
2. The Standard Certificate shall be issued to out-of-state applicants holding a valid certificate, comparable in quality, from states with whom a reciprocity contract has been signed, or to those who have completed programs having approval from a national approving agency recognized by that state.

Period of Validity and Renewal

The Standard Certificate is to be renewed every five (5) years from the date of issuance, by the State Department of Education, on the recommendation of the employing superintendent of schools or the local Evaluation Agency providing there is evidence of continued personal growth as indicated by having earned, within the five years after the date of the last renewal, a minimum of six semester hours of approved credit or the equivalent, applicable to the needs of the candidate.

D. PROFESSIONAL CONTINUING CERTIFICATE

Issuance will be upon approval by the State Department of Education of an application from a teacher who meets the following minimum requirements:

1. (a) A Master's degree in the teacher's special field or area or a 5th year certificate of graduate study directed toward the teacher's professional goals;

or (b) completion of thirty semester hours of credit in a planned program directed toward the teacher's professional goals. Such a program must be approved in advance by the employing superintendent. The plan should be one developed from the recommendations of appropriate associations and a cooperative effort of the teacher, his superintendent and the teacher education institution(s) involved.

and 2. The completion of a minimum of five continuous years of demonstrated success in teaching with the standard certificate as attested by the teacher's superintendents during this period or by a group of his peers selected by the Division of Teacher Education Services of the State Department of Education.

and 3. A specific statement by the applicant on his long-range plans for a career in education including plans for continuing professional growth.

or (in lieu of 1,2,3) 4. On the recommendation of the approved Local Evaluation Agency.

D. PROFESSIONAL CONTINUING CERTIFICATE (continued)

Period of Validity and Renewal

This certificate shall be a continuing one subject to reaffirmation at ten year intervals. This reaffirmation shall involve a report by the teacher of his professional growth during the previous ten years and his plans for future development. The teacher will send this report to the State Department of Education and to the employing superintendent who will verify in writing to the State Education Department that the teacher continues to possess and use the qualities which led to the original issuance of the certification.

E. ENDORSEMENTS

To be valid, all professional certificates must carry one or more endorsements indicating the subject, specialty, the instructional level or range. The endorsements expire with the certificate. Applicants shall possess the following academic qualifications or the equivalent:

1. Departmentalized

   For the major subject or field to be taught, an academic concentration or major directly related to the teaching field and taken in an accredited college; at least 15 semester hours in any subject to be taught, even as a minor assignment.

2. Non-departmentalized

   Seventy-five semester hours of general education distributed with reasonable balance through at least four academic areas.

III. CERTIFICATION BY RECIPROCITY

This state now participates in the Interstate Agreement on Qualifications of Educational Personnel. (T 16.§1695) Applicants wishing to qualify for teaching certificates under the "Interstate Agreement" procedure should make this known when they request application forms. Current lists of contract states are available on request.

A. GRADUATES WITHOUT EXPERIENCE

Graduates prepared as teachers by colleges or universities in contract states meet requirements for certification in Vermont if:

1. Their institution has received Program Approval for the applicant's field from the State Department of Education in which the institution is located.
2. Vermont offers a certificate in the applicant's field of preparation.
3. The applicant's college or university is regionally accredited or, if not regionally accredited, the state in which the institution is located does not insist on such accreditation.

B. EXPERIENCED TEACHERS

A teacher who has taught in a contract state for at least three of the past seven school years meets the educational requirements for a teaching certificate in Vermont if:

1. The applicant can secure and provide appropriate evidence that his teaching has been satisfactory.
2. The applicant is now the holder of a teaching certificate comparable to the one for which application is made and has taught under it for at least two school years.

B. EXPERIENCED TEACHERS (continued)

NOTE: Applicants must meet any minimum requirements for the holding of graduate degrees or credit hours of advanced study which exist for certain Vermont credentials. Additionally, such applicants must meet non-educational requirements.

IV. CERTIFICATION THROUGH THE APPROVAL OF LOCAL PROGRAMS

A Local School District may develop a program for the inservice training and professional advancement of its staff and may apply to the State Department of Education for approval to recommend issuance and renewal of all certificates at the local level. The appropriate certificate will be issued by the State Department of Education.

The following conditions will be considered by the State Department of Education before approval is granted to the program submitted by the local district.

1. evidence that the local teachers participated in the planning and development of the program and have endorsed it by majority vote using secret ballot.
2. evidence that the local school board participated in the planning and development of the program and that a majority of the school board members have endorsed it.
3. evidence that the professional administrative personnel in the school district have participated in the planning and the development of the program and have endorsed it.
4. evidence that there exists a reasonable balance between local workshop-seminar type inservice training programs and academic experience made available by institutions of higher learning as well as other valid educational experiences.
5. the program should encourage and facilitate individualized programs for professional growth and certification renewal.
6. the local program must include provision for job description, task analysis, and performance criteria for all educational personnel.

IV. CERTIFICATION THROUGH THE APPROVAL OF LOCAL PROGRAMS (continued)

7. evidence that institutions of higher education at least one of which has an approved program in teacher education, have indicated a willingness to participate in the local program or lend resources to it, e.g. Membership in a Staff Development Cooperative would be good evidence.
8. evidence that local school districts have consulted with students, parents, and other interested citizens in the community, in the planning and development of the program. e.g. Is it part of the Local Design for Education?
9. the initial program submitted must provide for an annual review and evaluation by the initiating group.
10. State Department of Education review is provided for on an annual basis.
11. designate by name and position the composition of the Local Evaluation Agency.

Any district not desiring to submit a program will so notify the State Department of Education. Renewal of certificates in non-participating districts will be administered by the State Department of Education which will require the earning of six (6) semester hours of academic credit or its equivalent, every five (5) years, approved by the local superintendent of schools.

The State Department of Education will assist school districts in the establishment of programs when requested. A local program may be changed or discontinued with the approval of teachers, school board, administrators and the State Department of Education. A teacher who begins a program is allowed to finish it, even though he moves to another district. Discontinuance of any program will not adversely affect the validity of any certificate issued or renewed under it.

V. GENERAL REGULATIONS

A. ADJUSTMENT OF REQUIREMENTS

The State Board of Education may authorize the Commissioner of Education to adjust the certification requirements in cases of individuals presenting exceptional qualifications.

For categories of employment not described in these regulations the Commissioner of Education shall have the authority to establish requirements or to determine that unspecified categories are certifiable under categories for which specifications exist. In all matters requiring adjustment, the Commissioner will act on the advice of the Certification Review Board and Certification Appeals Committee.

B. CERTIFICATION REVIEW BOARD

In order to provide for flexible standards and for revisions of certification regulations, a Certification Review Board will be established that will periodically study existing regulations and standards and make recommendations to the Commissioner of Education for revision and modification. The Review Board will meet no less than (5) five times each year.

The Certification Review Board will have the responsibility of making recommendations to the LEA (Local Evaluation Agency) before the LEA has submitted a final draft to the district for vote. The Certification Review Board will review the final draft and will make recommendations for approval or disapproval to the Department.

The Certification Review Board will review the recommendations of committees evaluating teacher preparation programs and make recommendations for negotiations to the Division of Teacher and Continuing Education and a final recommendation to the State Board of Education.

B. CERTIFICATION REVIEW BOARD (continued)

The Review Board will be appointed by the Commissioner of Education from a list of nominees made by the appropriate professional organizations wherever such organizations exist. It will be composed of three (3) elementary classroom teachers, two (2) secondary classroom teachers, one (1) classroom teacher at large, one (1) pupil personnel services specialist, one (1) elementary principal, one (1) secondary principal, two (2) superintendents of schools, two (2) members from approved teacher preparation institutions (one from a state institution and one from a private institution), a classroom teacher in his or her first year of employment (to serve a three-year term), and one (1) local school director. The Commissioner of Education will serve as an ex-officio member of the board. The board shall elect its own presiding officer and establish procedural rules.

The members of the Review Board will serve three (3) year terms. The original committee will have five three-year terms, four two-year terms, and four one-year terms. Members and their school districts will be eligible for reimbursement by the State Department of Education for expenses incurred.

C. CERTIFICATION APPEALS COMMITTEE

In order that educational personnel be provided with the right of appeal where decisions regarding certification are subject to challenge, a Certification Appeals Committee will be established for the purpose of hearing grievances when petitioned by an individual or an organization.

C. CERTIFICATION APPEALS COMMITTEE (continued)

The Certification Appeals Committee shall be appointed by the Commissioner of Education. Its membership shall consist of persons from each of the following groups as specified: Superintendents (1), Elementary or Secondary Principals (1), Elementary and Secondary Teachers (5), Specialized School Personnel (1), Higher Education (1), and a representative from the Vermont Education Association Appeals Committee or other statewide representative from professional association (1). Appointments should be made from a standing list of nominees submitted annually to the Commissioner by appropriate professional organizations where such an organization exists. The Chairperson shall be elected by members of the Appeals Committee. Expenses of the members of the Appeals Committee and their respective school districts shall be reimbursed by the Department of Education.

D. CERTIFICATION REVIEW, SUSPENSION, REVOCATION

1. Any certificate is subject to special review by the State Department of Education at any time for the purpose of determining whether any person should continue to hold a valid certificate. Special review by the Certification Appeals Committee may be requested by the employing Superintendent, School Board, or Local Teacher's Association on evidence of any of the following:
   a. Incompetence or inefficiency
   b. Physical or mental disability, as shown by competent medical evidence
   c. Unprofessional conduct including failure to abide by a contract
   d. Conviction for criminal actions
2. The outcome of such a Review may be:
   a. Continuance of the certificate
   b. Suspension of the certificate
   c. Revocation of the certificate
3. Any decision by the State Department of Education, by a Superintendent of Schools, a local school board, or a Local Evaluation Agency regarding the certification status of an individual member of the local education staff may be appealed by the person involved to the Certification Appeals Committee.
4. Any of these decisions of the Certification Appeals Committee may be appealed to the State Board of Education through the Commissioner of Education within 30 days after notification of the action has

D. CERTIFICATION REVIEW, SUSPENSION, REVOCATION (continued)

been mailed by the Department. Any contested action which cannot be resolved otherwise and which relates to the issuance, renewal or reissuance of a certificate may be brought before the Certification Appeals Committee, by the Department, the superintendent involved, the teacher involved, or the local teacher's association. All persons shall have the right of counsel.

E. FORMER TEACHERS RETURNING TO SERVICE

To reinstate a Professional Standard Certificate or a Continuing Professional Certificate which has been allowed to lapse, a teacher who has been absent from teaching for more than three years shall be considered on an individual basis with due weight being given to personal education, preparation for teaching, experience and success.

F. CERTIFICATION OF NON-RESIDENTS AND ALIENS

Non-residents and aliens who are qualified teachers are welcome in the state but certificates are issued to non-residents and aliens only when they have been engaged to teach in Vermont. All such certificates are valid for one year, subject thereafter to regular renewal provisions. The certificates of teachers who have left the state can be considered for renewal only when said teachers have been engaged to teach again in Vermont.

G. LOST CERTIFICATES

A duplicate certificate can be secured upon the payment of a fee of three dollars.

H. SUBSTITUTE TEACHERS

A person who does not hold a valid professional certificate may serve as a substitute teacher for no more than thirty days in any school year except that a teacher on the "retirement" list of the State Teachers' Retirement System of Vermont or any other State or Local Teachers' Retirement System may substitute for a total of sixty days.

I. THE THREE-YEAR CERTIFICATE

The Three-Year Certificate is limited to those teachers who completed a recognized three-year program prior to 1952 or those currently holding certificates endorsed as a Three-Year Certificate. No new three-year certificates will be issued after July 1, 1971. When a teacher holding a Three-Year Certificate first qualifies for another certificate based on more preparation, the new certificate shall be valid for the five-year period following the nearest July 1. In the case of work being completed in the first semester of a regular college year the certificate shall be validated for five years from the following July 1 and effective upon receipt.

J. DEFINITION OF TEACHER

A teacher is one who is employed to instruct, to guide, and to facilitate learning for others and has demonstrated competence in helping the learner do any of the following: develop skills, acquire understandings and attitudes, or acquire knowledge.

K. CERTIFICATION OF PARAPROFESSIONALS

Educational personnel in the public schools hired to assist professionally certified personnel in the teaching-learning process shall be certified as paraprofessionals by the State Department of Education according to varying levels of training and competency as determined by the Department.

VII. STATE BOARD POLICY FOR CERTIFICATION OF PARAPROFESSIONALS

"Educational personnel in the public schools hired to assist professionally certified personnel in the teaching-learning process shall be certified as paraprofessionals by the State Department of Education according to varying levels of training and competency as determined by the Department." (State Board Action February 15, 1972.)

As the more common term "aides" implies, paraprofessionals are assistants to professional teachers. When a paraprofessional works with a small group, the pupils are those with whom the professional teacher has regular contact and responsibility. Paraprofessionals may perform specific teaching tasks, for which they have been trained. They are to be assigned to and under the supervision of a certified professional teacher. Support personnel such as clerks and secretaries not directly involved in the instructional program would not be eligible for paraprofessional certification.

Paraprofessionals are to be classified according to Four Levels of training and demonstrated competency. The local school district shall determine its own method of evaluating competence and prescribing training programs. Advancement and renewal for the paraprofessional should be based primarily on task analysis and performance criteria developed by the Local Evaluation Agency.

1. LEVEL I PARAPROFESSIONAL CERTIFICATE

   Issued to an applicant who has completed six semester hours of approved training for paraprofessionals or the equivalent. This training may be acquired on a preservice basis or while on-the-job training the first month of employment if the program has been approved by the State Department of Education.

2. LEVEL II PARAPROFESSIONAL CERTIFICATE

Issued to an applicant who has demonstrated competence as a paraprofessional for a minimum of one year experience or its equivalent. The applicant also must have acquired thirty semester hours of approved academic work or its equivalent.

3. LEVEL III PARAPROFESSIONAL CERTIFICATE

Issued to an applicant who has demonstrated competence as a paraprofessional for a minimum of two years or the equivalent. The applicant also must have acquired sixty semester hours of approved academic work or its equivalent.

4. LEVEL IV PARAPROFESSIONAL CERTIFICATE

Issued to an applicant who has demonstrated competence as a paraprofessional for a minimum of three years or the equivalent. The applicant also must have acquired ninety semester hours of approved academic work or its equivalent.

PERIOD OF VALIDITY AND RENEWAL

First level paraprofessional certificates are renewable annually, Second Level certificates, every two years; Third Level certificates every three years; Fourth Level certificates every four years; with the school administrator's recommendation or that of the Local Evaluation Agency.

Entry to teaching (professional) would be from Level IV by means of one of the procedures described under "The Professional Probationary Certificate." Initial placement at a particular Level or movement to another Level shall be supported by specific recommendations from administrators, and supervising teachers based upon documented observationa and evaluation.

FEE

Application for initial certification at any level must be accompanied by a fee of $5.00. A fee of $5.00 will be assessed when an applicant applies for certification at a higher level.

VI. GUIDELINES FOR ADEQUATE PREPARATION

With state approval of all teacher education programs required by law for initial certification and with state approval required for reciprocity by a majority of the states, it is essential that Vermont adopt adequate guidelines for teacher preparation. These will be of great value in the evaluation of specific programs and in the evaluation of an applicant's preparation.

In most cases the following guidelines are intended to aid the applicant and the preparation agency in determining the academic experience needed for entry and initial certification in a particular field or specialization. In some cases the guidelines are to be considered (and so identified) as minimum requirements.

The updating of these guidelines and the addition of others is the responsibility of the particular professional group in the state, shared with the appropriate higher education component, working through the Certification Review Board. Any legally constituted professional group may petition the Certification Review Board to consider specific recommendations for change or additions in the guidelines.

The areas of specialization that require <u>specific</u> endorsements on each certificate are as follows:

All Teachers 19
Agriculture 20
Art 21
Cooperative Education Coordinator 24
Driver Education 25
Elementary Education 26
English 29
Health Education 31
Health and Physical Education 34
Health Occupations Instructor ..... 35 a
Home Economics/Consumer and Homemaking Education 36

Industrial Arts Education 38
School Library-Media Specialist 41
Mathematics 45
Foreign Languages 48
Music Education 50
Occupational Home Economics 53
Principal 54
Pupil Personnel Services
  Endorsements 55
    a. Guidance Services
    b. Health Services
    c. School Psychological Services
  Program Standards 59
    a. Guidance Services
    b. Health Services
    c. School Psychological Services
Special Education
  Teacher of Handicapped Children 65
    Essential Early Education, Intenstive Special Education, Special Education Class Programs/Resource Teacher Programs, or Secondary Diversified Occupations Programs
  Special Education Specialist - 67
    Speech and Language Pathologist
  Special Education Specialist - 69
    Consulting Teacher/Learning Specialist
  Special Education Administration - 70
    Coordination of Special Education Services
Reading Teacher 75
Reading Specialist 76
Reading Coordinator 77
Reading Paraprofessional 78
Science (with subsections) 79
Social Studies 87
Specialized School Personnel 89
Superintendent of Schools 91
Trade and Industry 94
Area Director of Vocational Technical Education 95
Bilingual-Bicultural Education 97

GUIDELINES FOR ADEQUATE PREPARATION

01. Reading Competencies for Preservice Certification of All Teachers.

A. Definition: All professionals who guide and direct the learning activities of children.

B. Preparation and Experience:

1. Elementary level teachers must meet the following competencies by successful completion of nine (9) credit hours of formal study in the teaching of reading, six (6) credit hours of which will be in reading methodology and/or diagnosis, from an institution with an approved teacher education program.

2. Secondary level teachers must meet the following competencies by successful completion of six (6) credit hours of formal study in the teaching of reading, all of which will be in reading methodology and/or diagnosis from an institution with an approved teacher education program.

3. In lieu of 1 or 2, anyone who qualifies for an evaluation and can demonstrate that she/he has the nine (9) competencies listed below, through evaluation procedures approved by the State Board of Education, may be granted an elementary certificate. A secondary certificate may be granted by the same method provided the other requirements called for by the secondary specialty are met.

   The procedures are to be developed by institutions having State Board approved teacher education programs.

C. Competencies:

1. Demonstrate an understanding of the processes by which children learn to read.

2. Demonstrate with children the ability to select appropriate methods to meet their individual learning needs.

3. Demonstrate the ability to select, use and interpret formal and informal reading tests to meet the strengths and weakness of individual children.

4. Can provide materials and opportunities for each student to evaluate progress in reading.

5. Must know when to request special assistance from outside sources for physical, emotional, and psychological needs.

01. Reading Competencies for Preservice Certification of All Teachers — continued

6. Demonstrate a knowledge of reading skills.

7. Demonstrate knowledge of ways to determine readability and to select appropriate materials to provide for the range of student abilities.

8. Can motivate and maintain student involvement in reading and provide materials and opportunities for independent reading.

9. Can teach reading skills as they relate to the subject areas.

GUIDELINES FOR ADEQUATE PREPARATION

1. Agriculture

Applicant must have satisfactorily completed a program for the education of teachers of Vocational Agriculture in an approved institution. The following minimum requirements are:

a. Eighteen hours of coursework in education including fourteen hours in Vocational and Technical Education.

b. Forty hours in an agricultural area. The areas are: Farm Production and Management; Agricultural Supplies and Services; Agricultural Machinery Sales and Services; Ornamental Horticulture; and Forestry, Conservation and Outdoor Recreation.

It is recommended that applicants have the equivalent of one calendar year of practical experience after the age of sixteen in their area of specialization.

GUIDELINES FOR ADEQUATE PREPARATION

2. Art Education

The program should include:

a. A study of the philosophy, principles, methods, and curriculum of the visual and tactile arts

b. A study of world art (past and present) with emphasis on the relationship of the art to the culture in which is was produced and its influence on subsequent cultures.

Art teachers should develop concepts of painting and drawing, modeling and carving, printing and the graphic arts, stitching and weaving, and building and construction. Design should be a part of concept development in each of the experiences in art.

Laboratory experiences should be provided and required in the following areas:

a. Drawing and painting

b. Graphics

c. Sculpture and three-dimensional construction, including architecture and interior design

d. Ceramics

e. Jewelry and metal work

f. Weaving

g. Display, including lettering.

2. Art Education (continued)

Additional experiences should be provided in the related art forms of dance, music, drama, photography, architecture, and the industrial arts. These additional experiences, when provided, should be organized to develop concepts of the interrelatedness of the art forms and the basic concepts common to all forms of art.

GUIDELINES FOR ADEQUATE PREPARATION

3. Business Education

Preparation programs for all teachers of business education should include a wide representation of basic business studies such as business organization, banking and finance, insurance, business law, geography, economics, principles of marketing, advertising, and consumer education.

In addition to these basic studies, teacher preparing to teach secretarial science should also have demonstrated efficiency in typewriting, shorthand and transcription, and office practice (including filing and office machines). Standards should specify the degree of skill to be achieved in typewriting and shorthand and should require a planned program of evaluative procedures for measuring the degree of skill involved. The college should arrange for supervised practice experience in office work.

Teachers preparing to teach bookkeeping should have, in addition to the basic business studies, a program in accounting.

Some comprehensive programs will prepare students to teach all the business subjects, including general business, bookkeeping, and secretarial science. Other programs will prepare the student to teach in only one of these areas, or perhaps in two.

Actual business experience should be given considerable weight in the determination of program and ultimately certification of the individual.

GUIDELINES FOR ADEQUATE PREPARATION

4. Cooperative Education Coordinator or Teacher Coordinator

Applicant must have completed a SDE Vocational-Technical Division approved program of teacher education (undergraduate) including recommendation of dean or president of the institution. Planned program shall include trade experience of a minimum of twenty-four (24) months in cooperation with industry in a variety of related occupational areas. Persons lacking the completion of the program above must:

a. Provide evidence of a minimum of three (3) years of recent satisfactory trade experience. A variety of experiences especially at the supervisory level in related occupational areas is desirable.

b. Have the recommendation of the superintendent of schools; OR

c. Satisfy a committee of peers that, on an equivalency basis, he or she has the background and competence to perform as a cooperative education coordinator or teacher coordinator, and

d. Have the acceptance of the SDE Vocational-Technical Division.

e. Plan a program of growth in teacher education jointly with the SDE Vocational-Technical Division and the superintendent of schools. The planned program shall include professional courses related to cooperative education.

APPROVED BY CERTIFICATION REVIEW BOARD MAY 21, 1976 MEETING
FOR CERTIFICATION FOR DRIVER EDUCATION TEACHERS

I. Minimum guidelines for a Driver Education endorsement, Professional Probationary Level, shall include:

A. Holding a valid teaching certificate.
B. Holding a valid Vermont Motor Vehicles Operator's License.
C. Evidence of satisfactory driving record, free of repeated violations, traffic accidents, and approved by the Motor Vehicles Department.

D. Required courses or their equivalent, for a driver education endorsement shall include the following:

1. Basic course for driver education teachers ..... 3 sem. hr. credits
2. Advanced course for driver education teachers ..... 3 sem. hr. credits
3. Courses in Behavioral Sciences ..... 3 sem. hr. credits
(Educational Psychology, Sociology, Dynamics of Human Behavior, Psychology of Accident Prevention, Advanced Guidance)

4. Elective courses in traffic safety may include ..... 3 sem. hr. credits
motorcycle safety, traffic safety management, vehicular law, alcohol and drugs, emergency driving techniques, first aid, simulation, operation of a multi-vehicle range, driver education for the handicapped, school bus safety, administration of a safety education program (K-12), safe use of recreational vehicles and other traffic safety and school safety education courses.

Total minimum requirement to be completed for certification and recertification of all probationary level driver education teachers by September 1978 -- 12 semester hour credits.

II. Minimum guidelines for a Driver Education endorsement. Professional Standard or Continuing Certificate level.

The endorsement of the Professional Standard or Continuing Certificate for Driver Education shall include all of the professional probationary guidelines, plus 2 years of teaching experience in driver education, and at least 6 additional hours of the above mentioned electives.

Total minimum requirement to be completed for certification and recertification of all driver education teachers by September 1980 -- 18 semester hour credits.

Driver Education Guidelines (continued)

III. Minimum guidelines for Level II Paraprofessional

Level II Paraprofessionals may be certified to teach the driving phase of driver education and assist with classroom tasks by satisfactorily completing 15 semester hours of credit, or their equivalent in driver education including:*

Basic course for teachers, advanced course for teachers, an approved course in behavioral science and two electives for a total of 15 semester hours of credit. The paraprofessional must also comply with B. and C. of Section I.

*All work done by the paraprofessional must be under the direct supervision of a fully certified driver education teacher.

GUIDELINES FOR ADEQUATE PREPARATION

6. Elementary Teacher

College programs for the preparation of elementary school teachers differ in structure, organization, and staff assignment. However organized, the requirements of the curriculum for elementary school teachers should provide for subject-matter preparation adequate in terms of the functional needs of elementary school teachers.

Traditional academic majors in single "disciplines" alone are frequently too narrow to serve as the basis for specialized preparation of elementary school teachers. The content to be studied should provide preparation sufficient for a beginning competence in all of the subject-matter areas normally found in the elementary school curriculum. Specific provision should be made for the development of adequate academic background in each of the following subject areas:

a. English composition and language.

b. Literature, including works suitable for children.

c. Speech improvement.

d. Arts and crafts.

e. Health and physical education.

f. Mathematics

g. Music.

h. Sciences -- biological, physical, earth, space.

6. Elementary Teacher (continued)

i. Social studies, including at least world history, American history, geography, and American government, with study also urged in anthropology, economics, and sociology.

It is possible in a total program to provide preparation for teaching in a self-contained classroom and also to have sufficient upper-division work in one area of instruction to prepare for team teaching or other arrangements for teaching requiring some specialization. Some colleges will make specific provision for the development of a field of specialization in addition to the required background in elementary school subjects. Others will provide a sufficiently large block of electives so that the student may choose either to develop a subject major, or to acquire additional depth in several of the elementary school curriculum areas.

The specialized professional portion of the curriculum for the preparation of elementary school teachers should include specifically, in either separate or integrated courses, a study of the methods and materials of teaching each of the following elementary school curriculum areas:

a. Reading.

b. Language arts, including children's literature and speech improvement in children.

c. Arts and crafts.

d. Health and physical education.

e. Mathematics.

f. Music.

g. Science.

h. Social studies.

6. Elementary Teacher (continued)

The early elementary education program should be developed with the necessary modifications to insure professional study of and laboratory experiences with nursery school, kindergarten, and primary-aged children. Emphasis should be given to curriculum areas ascribed to early elementary education. Particular stress should be placed on language development, scientific and mathematical concepts, social sciences, and the creative arts.

Early childhood education preparation shall include theory and practice under supervision with children of kindergarten or pre-school age. Such practice shall minimize the custodial or baby-sitting functions of pre-school work with children in favor of educational involvement with children and the materials they use in a program based on the understanding of early learning.

GUIDELINES FOR ADEQUATE PREPARATION

7. English

Programs for the preparation of secondary school English teachers should include certain fundamental areas of emphasis. These programs should also provide selected areas of emphasis for enrichment and for specialized work essential for all English teachers.

a. Fundamental areas of study:

(1) A fundamental knowledge of the historical development and the present character of the English language.

(2) Extensive writing experience and some study of the techniques of evaluating student papers.

(3) Literature, including a reading background of major works with emphasis on English and American authors, familiarity with outstanding non-English works in translation, contemporary literature, literature appropriate for adolescents with a wide variety of interests.

(4) Speech: Work in speech development, oral expressions, and the related development of listening skills.

(5) Reading: Instruction in developmental reading and in the improvement of reading skills at the high school level.

(6) Some study of English and American social and cultural history.

7. English (continued)

(7) Enough study of one foreign language to provide reading facility in that language.

(8) A practical classroom experience of at least one semester consisting of a course in secondary methods and student teaching, supervised by the preparing institution and the master teacher.

(9) A general background in education and psychology courses which will contribute to the teacher's understanding of the student and of the learning process.

b. Selected areas of emphasis:

(1) Journalism and creative writing for enrichment and to provide background for specialized work with students in either curricular or extra-curricular activities.

(2) Dramatics.

(3) Debate and forensics.

(4) Media.

GUIDELINES FOR ADEQUATE PREPARATION

A. Health Education

a. Subject-Matter Specialization for Teachers of Health Education

The specialization program for teachers of health education should include studies and experiences in the many subject-matter areas drawn upon in building a program of health education in the public schools. The teacher of health education needs understanding and appreciation of the conditions that contribute to making intelligent choices for a healthful way of life. Courses dealing with the biological, socio-psychological, physical, and aesthetic influences on health chosen or designed to meet the needs of health teachers may be offered or developed by various departments of the college or university. The following areas of study, specifically interpreted and related to health education, should be included in either separate or integrated courses:

(1) Basic background studies in the biological sciences such as human biology, including anatomy, physiology, and kinesiology; bacteriology, genetics; and body chemistry.

(2) Basic background studies in the behavioral and social sciences, such as developmental psychology, constitutional psychology, social psychology, anthropology, and social pathology.

(3) Content courses in health, such as personal health, community health, and sanitation programs nutrition;

8. Health Education (continued)

mental health, alcohol, tobacco, drugs and social diseases; family living, including sex education; first aid; sight and hearing conservation; communicable diseases; health problems of school children; and home care of the sick.

b. The Specialized Professional Program for Teachers of Health Education

In addition to the basic professional program for all teachers, the program for teachers of health education should include specialized professional preparation in the following areas of study, in either separate or integrated courses:

(1) Aims and objectives of health education in the elementary and secondary schools.

(2) Methods and curriculum planning in health education: selection and organization of learning experiences, specialized methods and materials in health education programs, evaluation in health education.

(3) The school health program: health instruction in elementary and secondary grades, health services healthful school living, safety education, and relationships with community agencies.

(4) Health and learning: relationship of health conditions to the learning and development of both normal and exceptional children.

(5) For teaching nursing practice, the candidate needs two years of teaching in a related field or two years of

8. Health Education (continued)

supervisory experience in a related field. She also needs to be eligible for registration as a professional nurse in Vermont.

GUIDELINES FOR ADEQUATE PREPARATION

9. Health and Physical Education

a. The Program of Subject-Matter Background Selected for Teachers of Health and Physical Education

The subject-matter major should include studies and experiences in the many subject-matter areas drawn upon in building a program in health and physical education in the public schools. Courses designed specifically to meet the needs of health and physical education teachers may be offered by various departments of the college or university. In some colleges, a portion of this basic study may be included as part of the student's general education program.

(1) Basic background studies in the biological sciences, such as human biology, including anatomy, physiology, and kinesiology; bacteriology; genetics; and body chemistry.

(2) Basic background studies in the behavioral and social sciences, such as developmental psychology, constitutional psychology, anthropology, and social pathology.

(3) Content courses in health, such as personal health, community health, and sanitation programs; nutrition; mental health; alcohol, tobacco, drugs, and social diseases; family living, including sex education; first aid; sight and hearing conservation; communicable diseases; health problems of school children; and home care of the sick.

9. Health and Physical Education (continued)

(4) Studies and participation in physical activities, such as fundamental skills and exercises; gymnastics; aquatics; individual and dual sports; team sports and games; mass games and activities; rhythms and dance; camping and outdoor recreation.

b. The Professional Program for Teachers of Health and Physical Education

In addition to the basic professional program for all teachers, health and physical education teachers should have a specialized professional program designed to develop the following understanding and skills:

(1) Aims and objectives of health and physical education in elementary and secondary schools.

(2) Selection and organization of learning experiences, and specialized methods and materials in elementary and secondary school health and physical education programs.

(3) Objectives and methods of measurement and evaluation in health and physical education.

(4) The school health program, including health instruction, health services, and healthful school living.

(5) Adapted physical education and medical liaison.

(6) Relationship of physical and health conditions to total student learning and development.

GUIDELINES FOR ADEQUATE PREPARATION FOR SECONDARY HEALTH OCCUPATION INSTRUCTOR

The Applicant:

1. Must hold current Vermont license or certification to practice the specific health occupation in which assigned to teach.

2. Must have a minimum of one year of occupational experience within the past three years (experience shall have been as general staff and/or as an instructor in the clinical area in which assigned to teach).

   or

   Shall have successfully passed State Department of Education/ State University or other educational agency competency examinations as a health occupation instructor (examination to include testing in clinical, didactic, and teaching as a health occupation instructor).

3. Must develop an in-service program under paragraph 3* for degree applicants or paragraph 4* for non-degree applicants in conjunction with the LEA (Local Education Agency) and the Vermont Department of Education. The in-service program should include participation in new and returning teachers professional development course at an appropriate state approved institution during the first two years of employment.

AREAS OF COMPETENCIES OF A SECONDARY HEALTH OCCUPATION INSTRUCTOR

The following areas of competencies should be developed prior to the conclusion of the paragraph 3 or paragraph 4 time requirements. Specific competencies should be developed within these areas of competence:

1. Program planning, development, and evaluation.
2. Planning of instruction.
3. Teaching skills; utilizing a variety of teaching methods.
4. Utilization of results of instructional evaluation for program improvement.
5. Management as related to program operation.
6. Guidance and counseling techniques; rapport with students.
7. Communication and awareness of school community relations.
8. Organizing and promoting student participation in vocational organizations.
9. Professional attitude.
10. Coordinating program with school and local health care employment agencies.
11. Technical knowledges and skills in area to be taught.
12. Maintains continuous professional growth and development.

*Regulations Governing the Certification of Educational Personnel

GUIDELINES FOR ADEQUATE PREPARATION

10. Home Economics/Consumer and Homemaking Education

The curriculum for the preparation of home economics teachers should develop an effective concern for the strengthening of family life. Although elective specialization is desirable, it is primarily important that programs have sufficient breadth and depth to develop functional competencies in the several areas involved. Home economics is not the only field dealing with certain aspects of family life, but it is the only field dealing with all of them and treating them in their practical relationships. Programs in home economics teacher education should provide approximately equal emphasis in each of five areas:

a. Family relations: child development and child care; educating the individual for family living; and the family in the community and cultural setting.

b. Consumer education and family economics: child care and the use of resources open to families to achieve individual and family goals at the various stages of the life cycle.

c. Nutrition and foods: selection, preservation, preparation, and utilization of food for the individuals and families.

d. Housing, home furnishings, and equipment: selection, buying, and care of the home and its furnishings with emphasis on meeting the needs for shelter for the family.

e. Clothing and textiles: sociological and psychological factors involved in the selection and buying of clothing for the individual and family; with emphasis on wardrobe.

10. Home Economics/Consumer and Homemaking Education (continued)

planning, consumer skills, fitting, care, basic construction of clothing for all family members, and textiles for the home.

In the development of these areas, programs of home economics education should include substantial study in the humanities and the social, behavioral, and natural sciences.

Programs for the education of teachers of vocational home economics may provide specialized preparation for adult education and demonstration center programs through both coursework and supervised experience.

GUIDELINES FOR ADEQUATE PREPARATION

11. Industrial Arts Education

a. Study of the philosophy, principles, and methods of industrial arts in elementary, secondary, adult, and collegiate schools

b. Fundamental knowledge of the historical development of technology and its impact on man and society

c. Technical competencies developed in at least five of the following divisions of industrial arts subject matter (1, 2, 4 (c), 4 (f), and 5):

(1) Drafting: learning activities concerned with communicating ideas or illustrations graphically by depicting them on a surface such as paper by means of a pencil, pen, or other marking instrument.

(2) Electricity-electronics: study of technology involved in the industrial uses of electrical energy for operating electrically powered equipment and for operating various kinds of communications transmitting equipment, including the theory, applications, and control of electrical energy.

(3) Graphic arts: learning experiences concerned with the tools, materials, and processes used in the printing industries. Instruction usually includes study of the technical aspects of printing, related occupations, management problems, and the consumer-printing industry relationships.

11. Industrial Arts Education (continued)

(4) Manufacturing and construction industries: study of the technological achievements of man concerned with methods and processesses used in creating structures and articles of value for mass consumption, including housing, waterworks, textiles, rubber products, chemicals and cellulose.

(a) Ceramics: learning experiences concerned with industry and the technology and products involved in the industrial and domestic uses of nonmetallic resources such as clay, sand and glass.

(b) Crafts: study of the handicraft industries, their organization and management, and the tools, materials, processes, products, and occupations involved in production.

(c) Metals: subject-matter and learning activities concerned with 1) the refinement, testing, and uses of metals, and 2) metals-manufacturing industries and the technology involved in the production of metal products.

(d) Plastics: subject-matter and learning activities concerned with the study of plastics industries, including the materials, processes, products, and technology involved.

(e) Textiles: learning experiences which include subject matter and activities concerned with the textiles industries, types of technology involved in textile manufacturing, and textile products.

(f) Woods: study of woods, including the various manufactured products, technology employed in manufactured products and in construction using woods, and related factors such as

11. Industrial Arts Education (continued)

occupations, economics, and consumers.

(5) Power and transportation: study of the technology involved in harnessing and controlling power, including its source, generation, and transmission, and the use of powered devices and vehicles.

(6) Research and development: study of industrial problems, including provisions for teachers to make independent investigations of the origins and evolution of present industrial conditions. In addition, teachers will pursue research and make reports on experiments and engineering problems and their solutions, and design, construct and test their individual projects.

GUIDELINES FOR ADEQUATE PREPARATION

12. Media Generalist, Library Specialist, Audio-Visual Specialist and Media Paraprofessional

a. Media Generalist

The school media program is that body of activities which involves the use of all types of communication media by students and instructional staff to accomplish objectives of the schools. To reach mutually established learning objectives, print and audio-visual resources and services are combined in a unified program which promotes their use.

(1) Qualifications

(a) Master's degree in media education from an accredited or approved college or university or 5th year equivalency.

(b) Elementary or secondary teacher's certificate.

(c) Minimum of 3 years in a supervisory, specialized, or teaching field--preferably teaching.

(2) Competencies

Programs to prepare media generalists should include four areas: general education, subject-matter specialization, professional education, and preparation helping the media generalist to:

(a) Catalog and classify print and/or non-print.

(b) Establish reference systems and services.

(c) Select media, print and/or non-print.

(d) Know reading methods and materials.

(e) Design and produce non-print materials.

(f) Formulate over-all operational programs and policies for media services.

(g) Formulate and implement long-term plans for the acquisition of equipment, materials and facilities necessary to satisfy educational needs.

12. Media Generalist, Library Specialist, Audio-Visual Specialist and Media Paraprofessional

a. Media Generalist (continued)

(h) Formulate and implement adequate plans and procedures to assist teachers in the selection of appropriate materials and the convenient operation of equipment.

(i) Organize and conduct an adequate in-service education program for administrators and staff.

(j) Establish and maintain cooperative and consultative relationships with supervisors, administrators, all curriculum committees, and students.

(k) Make detailed budgetary recommendations to the administration in terms of detailed long-range needs.

(l) Establish and maintain an adequate public relations program.

(m) Evaluate continuously the results of the services.

(n) Maintain a working knowledge of the technical aspects of media center operations.

(o) Develop proposals for needed research in media services.

NOTE: See Vermont Educational Media Association Handbook for specific suggestions.

b. Library Specialist

(1) Qualifications

(a) Competencies as listed in 12. a. (2) above, but with emphasis on print material.

(b) Elementary or Secondary Teacher's certificate.

(c) Minimum of 2 years of teaching experience (preferred but not required).

(d) 15 credits in library science minimal, equivalency determined by the Department of Education with the advice of the Vermont Educational Media Association.

GUIDELINES FOR ADEQUATE PREPARATION

13. School Library-media Specialist

Elementary Schools:

a. Hold a valid professional elementary or junior high general teaching certificate.

b. Satisfactory completion of thirty semester hours of Library Science from a school approved by the Department of Education or satisfactory completion of eighteen semester hours of study in Library Science in the following areas: administration of the Media Center, selection of books and materials, use of the Media Center and its resources, classification and cataloging of materials, newer educational media, reference services.

Secondary Schools:

a. Eligibility for a Secondary Standard Certificate and either a Master's degree in Library Science or the completion of thirty semester hours credit in Library Science from a school approved by the Department of Education.

b. All Media Specialists should have a knowledge of certain fundamentals of professional education:

(1) General background to include: curriculum development, student growth and learning development, communications theory, instructional methods, psychology related to specific levels of school organization.

(2) Specific media areas to include: analysis, evaluation and selection of printed and audiovisual materials; procedures for the utilization of materials by student

13. School Library-media Specialist (continued)

teachers, and other school personnel; the objectives, functions, and program of the media center; the administration and organization of materials and services; information services; public relations.

GUIDELINES FOR ADEQUATE PREPARATION

14. Mathematics

Programs for the preparation of secondary school mathematics teachers should include provision for certain fundamental areas of study as outlined in Guidelines for the Preparation of Teachers of Secondary School Science and Mathematics produced by NASDTEC-AAAS. These are summarized below:

The Mathematics program should include:

A thorough college level study of the aspects of the subject that are included in the high school curriculum. Since much of the secondary school mathematics is devoted to algebra and geometry, the program should include college-level work in both areas. A course in modern algebra is essential. It should begin with the study of the structure of the number system and include treatments of algebraic systems, such as groups, rings, and fields. Linear algebra, vectors and finite matrices should be included with some emphasis upon their geometric interpretation. As the content of this course is revealed to the prospective teachers, it is important to show him how it ties in with the high school program. He should be made aware of the structure of algebra and how from this structure one derives the manipulative techniques of algebra.

The preparation should include a critical study of the development of Euclidean geometry from various postulational systems. Euclidean geometry might comprise one-fourth of the geometry sequence, and most of the remainder of this sequence be devoted to one or more of the following topics:

14. Mathematics (continued)

a. The development of Euclidean geometry from synthetic projective geometry, or the generalization of Euclidean geometry to projective geometry.

b. Euclidean and analytic projective geometries, to be given after modern algebra course.

c. Euclidean and affine geometries.

d. Geometries other than Euclidean, such as geometry on the sphere, the non-Euclidean geometries, and finite geometries.

The program should take into account the sequential nature of the subject to be taught and should include the successive extension of the number concepts: positive integers, rational numbers, real numbers, complex numbers, linear vector spaces.

Since analytic geometry and calculus are the next area of mathematics studied by many high school students, the program should include these two areas. The analytic geometry which should be taken prior to or concurrent with the calculus should stress intuitive ideas and basic concepts as well as manipulative skills and should show the relations to natural and social sciences.

The program should include a major in the subject to be taught with courses chosen for their relevance to the high school curriculum. In addition to the above-mentioned algebra, geometry and calculus courses, the courses to complete the major or teaching major should include topics from probability, statistics, set theory and elementary logic. Additional courses in Matrix and Linear algebra, number theory, probability and analysis should be selected in the major and of sufficient advanced level to lead to graduate work.

14. Mathematics (continued)

The content of the major should include sufficient preparation for the later pursuit of graduate work in mathematics relevant to the teaching of mathematics in advanced standing programs; e.g., introductory courses in calculus, linear algebra, probability and statistics. The work comprising the major should not include courses such as solid geometry, advanced Euclidean geometry, theory of equations and mathematics of finance although topics from that might be found in other courses.

Work in Areas Related to Mathematics:

The program should include work in areas related to the subject to be taught. The undergraduate requirement should include a course in physics and a course in another field in which mathematics is applied. When possible, the work in mathematics should be further supported by study in philosophy, logic, chemistry, astronomy, physics, biology, psychology, or economics. In each case, this study should be pursued to the extent that the student will have encountered substantial applications of mathematics.

Curriculum Recommendations by National Groups:

The program of preparation for secondary school mathematics teachers should take into account the recommendations for curriculum improvement now being met by various national groups. The program should acquaint prospective mathematics teachers with the existence of new materials and continue to follow evolving curricula.

15. Foreign Languages

a. Modern Languages

The program to prepare a future teacher of a foreign language must provide him with the opportunity to develop:

(1) Ability to understand conversation of normal tempo, lectures, and news broadcasts.

(2) Ability to talk with a native without making glaring mistakes, and with a command of vocabulary and syntax sufficient to express his thoughts in conversation at normal speed with reasonably good pronunciation.

(3) Ability to read with immediate comprehension prose and verse of average difficulty and mature content.

(4) Ability to write a simple "free composition," such as a letter, with clarity and correctness in vocabulary idiom and syntax.

(5) Ability to apply to language teaching an understanding of the differences in the sound systems, forms, and structures of the foreign language and of English.

(6) Awareness of language as an essential element of culture and an understanding of the principal ways in which the foreign culture differs from our own; first-hand knowledge of some literary masterpieces and acquaintance with the geography, history, art, social customs, and contemporary civilization of the foreign people.

(7) Knowledge of the present-day objectives of the teaching of foreign languages as communication and an understanding of the methods and techniques for attaining these objectives; knowledge of the use of specialized techniques, such as newer media, and of the relation of language study to other

15. Foreign Languages (continued)

areas of the curriculum; and ability to evaluate the professional literature of foreign language teaching.

The college should employ systematic evaluative procedures to determine the degree to which its students have approached the aforementioned objectives as the bases for guidance and placement, graduation, and recommendation for certification. A similar degree of competency and knowledge should be required for each major language, and for classical languages insofar as they are applicable.

All new teachers submit scores on Battery A of the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students.

Inservice recertification: three credits of those required for recertification in any period shall be courses in the language being taught, in study of foreign language teaching methods, in travel in the country where the language is native, or for a combination of these.

b. Classical Languages (Latin and Greek)

The adequately prepared teacher of Latin or Greek shall have the following:

(1) A ready reading comprehension of standard authors of prose and poetry in Latin or Greek.

(2) An ability to translate into Latin or Greek an English paragraph containing concepts compatible with the ancient language.

(3) A sound knowledge of the literature, philosophy, history, and civilization of ancient Greece and Rome.

15. Foreign Languages (continued)

(4) A reading knowledge of at least one other foreign language.

(5) A sound comprehensive of the place of Latin and Greek in the history of European languages, especially with regard to etymology.

(6) An ability to teach in an imaginative, flexible, and effective manner.

(7) A professional ability to keep abreast of and evaluate innovations in the teaching of the languages; willingness for continued study of Classical antiquity through professional associations, courses and workshops, travel abroad and the like.

GUIDELINES FOR ADEQUATE PREPARATION

16. Music Education

a. Basic music includes subjects such as the following, sometimes taught separately and sometimes in combination courses which include several subjects:

(1) Music reading.

(2) Ear training and diction (melodic, harmonic, and rhythmic).

(3) Keyboard harmony.

(4) Harmony (part writing).

(5) Form and analysis.

(6) Instrumental and/or vocal arranging.

(7) Counterpoint.

(8) Composition.

The objective of these courses is to develop sound musicianship, with constant emphasis on the usefulness of this material in the classroom teaching situation. The use of various mediums of performance in addition to the piano is encouraged.

b. Musical performance including the following subject area is recommended:

(1) Conducting. The student is to be trained to read and conduct from both choral and instrumental scores of suitable school music materials.

(2) Ensemble. All music education students participate in both large and small ensembles.

(3) Functional piano facility. All music education majors should be expected to demonstrate piano facility, as

16. Music Education (continued)

follows:

(a) Ability to sight-read songs of the type found in a songbook.

(b) Ability to harmonize at sight, improvising a simple piano accompaniment for songs requiring the use of I, IV, V chords and some simple modulations, also to transpose the songs and harmonizations to other keys.

(c) Ability to sight-read fairly fluently simple accompaniments, vocal or instrumental, and simple piano compositions of the type used in school rhythmic activities.

(4) Major performance area. Each music education student should have one performance area in which he excels. The college should state the requirement in terms of musical and technical standards rather than credits or years of study.

(5) Minor performance area. Every music education student, in addition to his major performance area, should have the equivalent of the following as a minimum requirement:

(a) One year of voice study.

(b) One term or semester of a stringed instrument.

(c) One term or semester of a woodwind instrument and/or a teaching and basic performance ability on all woodwind instruments.

(d) One term or semester of a brass instrument and/or a teaching and basic performance ability on all brass instruments.

16. Music Education (continued)

(e) One term or semester of percussion, emphasizing the fundamentals of the snare drum and/or a teaching and basic performance ability on all percussion instruments.

(f) Music history and literature should be designed to provide acquaintance with much music within its historical framework; knowledge of the major periods of music history in terms of composers, philosophies, styles, and mediums; and the perceptive and analytical skills basic to high standards of artistic taste and judgment.

GUIDELINES FOR ADEQUATE PREPARATION

17. Occupational Home Economics

Applicant must have completed a SDE Vocational-Technical Division approved program of teacher education (undergraduate) including recommendation of the dean or president of the institution. The planned program shall include work experience of a minimum of eighteen (18) months in cooperation with the business or industry in the subject area a prospective teacher expects to teach. The work experience should include all aspects of the subject area to be taught.

Persons lacking completion of the above program must:

a. Have a high school diploma or equivalent, and

b. Provide evidence of two (2) years of recent acceptable work experience beyond the recognized learning or training period, and

c. Can demonstrably contribute to the educational program of a particular school system, and

d. Have the acceptance of the SDE Vocational-Technical Division, and

e. Have a planned program for professional development. The program will be jointly planned by the prospective teacher, the superintendent, and the Vocational-Technical Division, and

f. Have the recommendation of the superintendent of schools and the vocational director or department chairman where applicable, OR

g. Satisfy a committee of peers and representatives from the business or industry for which students will be prepared, that, on an equivalency basis, he or she has the background and competence to perform as a professional teacher.

July 17, 1979

Requirements for Certification

as Principal

18. Initial Certification as Elementary Principal or Secondary Principal

Alternative A

1. Three years' teaching experience.

2. Hold or be eligible to hold a Vermont professional standard certificate.

3. Have completed a state-approved program in educational leadership based on the ten specified areas of competence and have been recommended for this certification by the designated official of the preparing institution.

Alternative B

1. Three years' teaching experience.

2. Hold or be eligible to hold a Vermont professional standard certificate.

3. Have demonstrated the knowledge and competencies in documented form satisfactory to the Director of Adult Education Services Division, State Department of Education or his designee. A detailed description of the candidate's background should be submitted with three to five references from persons who can attest to the candidate's demonstrated competence in the requisite skills and knowledge to fulfill the role of Principal.

   The candidate for certification under this alternative will apply in writing and send all supporting materials to the certification officer of the State Department of Education who will request the appointment of the equivalency committee. The equivalency committee will follow the usual procedures for equivalency evaluation as described elsewhere in these regulations and in administrative procedures publications.

Recertification

Conditions of recertification are the same as for all other professionals: When renewal time comes the applicant will submit evidence for certification according to regulations in effect at the time of his last certificate or recertification. If new regulations have come into effect, the applicant will in addition submit a plan showing how s/he, over the next five-year period, plans to add new competencies to those existing. This plan becomes that person's recertification requirement upon approval by the local certification committee or the State Department of Education.

Competencies

The competencies that follow are for use in determining both initial certification and recertification.

1. Learning and Human Development

-- Can describe the major theories of learning and their appropriateness for use in an educational program.

-- Can describe the major stages of human development and their relationships to learning readiness.

-- Can identify evidence of particular theories of learning and human development in a curriculum and assess their impact on students.

2. Organizational Analysis and Planning

-- Can describe the basic elements of the planning process (goal setting, needs assessment, program development, implementation and evaluation) and explain their interrelatedness and applicability to a particular school or school district.

-- Can organize a process for developing an educational plan for a school.

-- Can explain how concepts and processes such as power, authority, decision-making, communications, and leadership relate to the performance of a principal, and can describe one's personal beliefs/attitudes about the use of these concepts and processes in everyday administrative practice.

3. Communications and Human Relations

-- Can describe the basic elements in the communication process between groups and individuals and the major factors that aid and impede effective communications.

-- Can work effectively as a leader to help a group solve problems and can participate effectively in a group in a non-leadership role.

-- Can diagnose causes of group ineffectiveness and is able to propose means for improving group functioning.

4. Curriculum and Instruction

-- Can describe alternative means by which to individualize instruction and can explain the appropriateness of these alternatives for meeting the needs of students in a particular school.

-- Can describe major social and educational trends and the implications of these trends for future curriculum development.

-- Can assist teachers in identifying various instructional methodologies and in designing strategies to use those methodologies.

5. Staffing and Staff Development

-- Can design a staff selection process based on district philosophy and goals, program objectives, and district employment policy.

-- Can organize a program and procedures for inducting new staff into the organization.

-- Can establish a process for identifying in-service needs for staff and for designing staff development programs to meet these needs.

6. Staff and Program Evaluation

-- Can explain the relationship between staff evaluation and staff development and how evaluation data can be used for development purposes.

-- Can describe alternative methods and processes for evaluating staff and program effectiveness and can explain which methods and processes are appropriate to apply to a given situation.

-- Can evaluate the performance of a staff member, give feedback, and help that individual to design a plan for performance improvement.

7. Education Law and Negotiations

-- Can explain due process as it applies to student and staff and the type of procedures which should be established in a school to meet legal and ethical standards of due process.

-- Can demonstrate an understanding of the legal basis for education (with particular reference to Title 16, Vt. Statutes Annotated).

-- Can explain the present status of principals in relation to negotiations process and the implications that a contract has for a principal's responsibilities for administering a school.

8. Budgeting, Fiscal, and Facilities Management

-- Can explain the similarities and differences between line-item and program budgets and can explain their application to particular organizational needs.

-- Can establish and supervise a systematic accounting procedure for expenditures relating to operating costs and student activities under a principal's jurisdiction.

-- Can identify basic facility maintenance needs and identify the appropriate remediation procedure.

9. Student Services

-- Can organize, put in place, and supervise a system for student accounting and attendance.

-- Can, with the assistance of counseling personnel, establish an effective guidance and counseling program for college bound and vocational students.

-- Can, with student help, establish an activities program which will have adequate staff guidance supervision.

10. School - Community Relations

-- Can identify special interest groups in a community and how these groups can exert influence on a school.

-- Can establish a communication structure to inform the community about the status of curricula and can design procedures for the community to present its needs, aspirations, and feelings about curricula.

-- Can organize procedures and assign responsibilities for open house programs, parent-teacher visitations, and use of community resources.

GUIDELINES FOR ADEQUATE PREPARATION

Special Educational and Pupil Personnel Services

The following endorsements and standards are based upon the issuance of three professional certificates: professional probationary, professional standard, and professional continuing certificates.

A committee of professional colleagues shall be defined as a board appointed from the membership of the appropriate State Professional Association(s) that is (are) satisfactory to both the professional and to the local school district evaluating the professional's competence. The board shall be appointed by the Division of Teacher Education Services in cooperation with the Division of Special Educational and Pupil Personnel Services of the State Department of Education.

Long range professional plans for endorsement on the professional continuing certificate shall be subject to the joint approval of the above named divisions in the Department of Education.

GUIDELINES FOR ADEQUATE PREPARATION

19. Pupil Personnel Services

Professional personnel who provide counseling, consulting, home-school coordinating, vocational guidance coordinating, and/or other guidance and school social work services, and those charged with the administration thereof, are required to hold a PPS-Guidance Services Endorsement for entry into employment. Professional personnel who provide nursing and dental hygiene services are required to hold a PPS-Health Services Endorsement for entry into employment. Professional personnel who provide school psychological services are required to hold a PPS-School Psychological Services Endorsement for entry into employment. Professional personnel providing administrative services for pupil personnel programs are required to hold a PPS-endorsement in Guidance Services, Health Services, or School Psychological Services and an endorsement as Assistant Superintendent.

Endorsements (the following are minimum standards for each specialty.)

a. PPS - Guidance Services

(1) A guidance services endorsement on a professional probationary certificate requires either a master's degree in an approved guidance and counseling program, or two years of successful teaching plus completion of at least one-half of an approved master's program in guidance and counseling or the equivalent of that program, and a minimum of one year of paid work experience in non-educational fields.

(2) A guidance services endorsement on a professional standard certificate requires a master's degree in an approved guidance and counseling program or equivalent of that program

19. Pupil Personnel Services (continued)

plus a minimum of two years successful experience as a guidance counselor, as determined by the recommendation of the employing superintendent or a qualified committee of professional colleagues.

(3) A guidance services endorsement on a professional continuing certificate requires a master's degree in an approved guidance and counseling program or the equivalent of that program, plus a minimum of five years of successful experience as a guidance counselor, as determined by the recommendation of the employing superintendent or a qualified committee of professional colleagues and a specific statement of long range plans for professional growth.

A guidance services endorsement on a professional continuing certificate is required to serve as an administrator of a guidance program (ie: Director of Guidance Services).

b. PPS - Health Services

(1) A health services endorsement on a professional probationary certificate for:

(a) School nursing requires current licensing as a registered nurse in Vermont, two years of general staff or public health nursing experience, and six hours in approved courses relative to school nursing and to education.

(b) Dental hygiene requires current licensing by the Vermont State Board of Dental Examiners and current registry as a dental hygienist in good standing in Vermont.

19. Pupil Personnel Services (continued)

(2) A health services endorsement on a professional standard certificate for:

(a) School nursing requires a minimum of two years successful experience as a school nurse as determined by the recommendation of the employing superintendent or a qualified committee of professional colleagues, and the accumulation of 15 hours in approved courses relative to school nursing and to education.

(b) Dental hygiene requires a minimum of two years successful experience as a dental hygienist as determined by the recommendation of the employing superintendent or a qualified committee of professional colleagues.

(3) A health services endorsement on a professional continuing certificate for:

School nursing requires a minimum of five years of successful experience as a school nurse as determined by the recommendation of the employing superintendent or a qualified committee of professional colleagues, an additional 15 hours in approved courses relative to school nursing and to education, and a specific statement of long range plans for professional growth.

A health services endorsement on a professional continuing certificate is required to serve as an administrator or a health services program.

19. Pupil Personnel Services (continued)

c. PPS - School Psychological Services

(1) A school psychological services endorsement on a professional probationary certificate requires a master's degree in psychology or related fields from an approved program with emphasis on the training of school psychologists.

(2) A school psychological services endorsement on a professional standard certificate requires a minimum of two years of successful experience as a school psychologist as determined by recommendation of the employing superintendent or a qualified committee of professional colleagues.

(3) A school psychological services endorsement on a professional continuing certificate requires a minimum of five years of successful experience as a school psychologist as determined by recommendation of the employing superintendent or a qualified committee of professional colleagues and a specific statement of long range plans for professional growth.

A school psychological services endorsement on a professional continuing certificate is required to serve as an administrator of a psychological services program.

Program Standards

a. Guidance Services

A program of studies for guidance services should provide integrated and meaningful learning experiences through lectures, demonstrations and planned exchange of ideas and experiences together with practicum, field experiences, and internship which aim to accomplish the following objectives:

(1) Knowledge and understanding of child development and learning through the analysis and evaluation of important theoretical literature and research findings.

19. Pupil Personnel Services (continued)

(2) Knowledge and understanding of such important social factors which relate to child behavior as the community, the family, class structure, peer group, mass media communication, social status of children, emerging rights, and agencies concerned with children.

(3) Knowledge and understanding of the functions of the school of curriculum, and of instruction in reference to basic areas of learner needs.

(4) Knowledge and understanding of appropriate job and educational opportunities for student placement.

(5) Knowledge and understanding of pupil services at all levels and what functions are served by different school personnel.

(6) Knowledge and understanding of legal and ethical aspects of guidance services as related to parents, teachers, students and colleagues.

(7) Knowledge and understanding and competence in applying the principles of group dynamics in the home and classroom.

(8) Competence in the organization, administration, coordination, student follow-up, and evaluation of guidance services.

(9) Competence in counseling and working with children individually and in groups to enhance their growth and development.

(10) Competence in the administration, interpretation and use of standardized and non-standardized tests to more effectively assess a learning and behavioral characteristics of children.

(11) Competence in the use of diagnostic and remedial techniques in basic school subjects.

19. Pupil Personnel Services (continued)

(12) Proficiency in identification, evaluation, and the use of vocational information in counseling.

(13) Proficiency in the use of statistics, research methodology, and case writing.

(14) Proficiency in consulting and counseling with parents and teachers about students learning and behavioral problems.

(15) Extensive practical experience through a combination of field experiences in related areas, practicum, and internship in order to apply knowledge, understanding and skills under professional supervision.

b. Health Services

A program of studies for health services should provide for the professional school nurse and dental hygienist to strengthen the educational process by improving the health status of students. Academic preparation and professional skill training for the school nurse should aim to accomplish the following objectives:

(1) Knowledge and understanding of the assessment and evaluation of the health and developmental status of the student in order to make a nursing diagnosis and to establish priority for action.

(2) Knowledge and understanding of such important social factors which related to child behavior as the community, the family, class structure, peer group, mass media communication, the social status of children, emerging rights and the agencies concerned with children.

19. Pupil Personnel Services (continued)

(3) Knowledge and understanding of the functions of the school, of curriculum, and instruction in reference to basic areas of learner needs.

(4) Knowledge and understanding of pupil services at all levels and what functions are served by different school personnel.

(5) Knowledge and understanding of legal and ethical aspects of health services as related to parents, teachers, students, and colleagues.

(6) Competence in nursing skills and in motivating the guiding of persons responsible for student's health to appropriate resources.

(7) Competence in the interpretation of the health and developmental status of the student to him, to his parents, and to school personnel.

(8) Competence in interpreting the results of medical findings concerning the student to him, to his parents, and to school personnel.

(9) Competence in the organization, administration, coordination and evaluation of health services.

(10) Competence in counseling the student, his parents, and school personnel and planning action for eliminating, minimizing or accepting the health problems that interfere with the student's effective learning.

(11) Competence in serving as a consultant with current scientific information from fields related to health instruction curriculum.

(12) Proficiency in consulting with professionals and parents on the placement in special programs.

19. Pupil Personnel Services (continued)

c. School Psychological Services

A program of studies for psychological services should provide integrated and meaningful learning experiences together with laboratory, field experiences, and internship which aim to accomplish the following objectives:

(1) Knowledge and understanding of the psychological theories of child development, learning, and motivation through the analysis and evaluation of important theoretical literature and research findings.

(2) Knowledge and understanding of such important social factors which relate to child behavior as the community, the family, class structure, peer group, mass media communication, the social status of children, emerging rights, and the agencies concerned with children.

(3) Knowledge and understanding of the functions of the school, of curriculum, and of instruction in reference to basic areas of learner needs.

(4) Knowledge and understanding of mental health education and community consultation services.

(5) Knowledge and understanding of pupil services at all levels and what functions are served by different school personnel.

(6) Knowledge and understanding of the legal and ethical aspects of school psychological services as related to parents, teachers, students and colleagues.

(7) Competence in the organization, administration, coordination and evaluation of school psychological services.

19. Pupil Personnel Services (continued)

(8) Competence in counseling and working with children individually and in groups to enhance their growth and development.

(9) Competence in the utilization and evaluation of individual, group, and play therapy.

(10) Competence in the administration, interpretation and use of individual intelligence testing and the assessment of personality through projective and non-projective techniques.

(11) Competence in the administration, interpretation, and use of standardized and non-standardized tests to more effectively assess learning and behavioral characteristics of school children.

(12) Competence in the use of diagnostic and remedial techniques in basic school subjects.

(13) Proficiency in consulting and counseling with parents and teachers abour children's learning and behavior problems.

(14) Proficiency in the use of statistics, research, methodology and case writing.

(15) Extensive practical experience through a combination of laboratory, field experience, and internship in order to apply knowledge, understanding, and skills under professional supervision.

I. ENDORSEMENT AREAS FOR SPECIAL EDUCATION SERVICES

There are seven endorsements for Special Education Services Personnel:

A. Teacher of Handicapped Children - Essential Early Education

B. Teacher of Handicapped Children - Intensive Special Education Classrooms for Multi-Handicapped

C. Teacher of Handicapped Children - Special Education Class Programs/Resource Teacher Programs

D. Teacher of Handicapped Children - Secondary Diversified Occupations Programs

E. Special Education Specialist - Speech & Language Pathologist

F. Special Education Specialist - Consulting Teacher/Learning Specialist

G. Special Education Administration - Coordinator of Special Education Services

These endorsements are provided to qualified candidates on an appropriate Professional Certificate (Probationary, Standard or Continuing).

II. ELIGIBILITY FOR ENDORSEMENTS

A. Teacher of Handicapped Children - Essential Early Education, Intensive Special Education, Special Education Class Programs/Resource Teacher Programs, or Secondary Diversified Occupations Programs.

1. Endorsement Standards

To become eligible for this endorsement, the candidate must:

a. Possess or be eligible for a Professional Certificate, and

b. Have completed a Bachelor's Degree from an approved teacher preparation program with a minimum of 15 semester hours in special education, excluding student teaching, which includes 12 semester hours of specialized training in areas related to his/her teaching assignment.

or

Have completed a Bachelor's Degree from an accredited four year college or university with a minimum of 15 semester hours in special education, excluding student teaching, and have completed one year of demonstrated services in teaching. The 15 semester hours must include 12 semester hours of specialized training in areas related to his/her teaching assignment.

2. Role

The appropriate Teacher of the Handicapped endorsement (appropriate to teaching assignment) is required for teachers providing instruction in any one of the following special education programs:

Essential Early Education Classrooms or Home Programs

Intensive Special Education Classrooms for Multi-Handicapped

Special Education Class Programs/Resource Teacher Programs

Secondary Diversified Occupations Programs
(Teachers in Diversified Occupations Laboratory Programs need an endorsement in Vocational Education. It is not necessary for these teachers to be endorsed as a Teacher of Handicapped Children).

3. Program Standards

Persons who complete an approved program or equivalency examination should be able to demonstrate the following competencies at the level and in areas appropriate to the standards inherent in 1 and 2 above, including:

a. Knowledge and understanding concerning characteristics prevalence, educational procedures, research and resources relevant to a special field and to handicapped pupils generally.

b. Knowledge and understanding of the nature, needs and problems of a particular category and/or age level of handicapped pupils.

c. Knowledge and understanding of formal and informal methods of measuring and communicating a handicapped pupil's skill status in the basic areas of learning.

d. Knowledge and understanding of the development, organization and evaluation of a curriculum for a particular group of handicapped pupils.

e. Knowledge and understanding of how to adapt or modify instructional materials and curriculum for a particular group of handicapped pupils.

f. Knowledge and understanding of relevant techniques and approaches available for teaching a particular group (disability category and/or age level) of handicapped pupils including the translation of learning and behavior theory into appropriate educational practices.

g. Knowledge and understanding of classroom organization and management - such as effective individualization of learning experiences, grouping for instruction, control techniques, scheduling of activities, daily and long range lesson planning, continuous monitoring of pupil progress.

h. Proficiency in coordinating school and community resources to provide socialization and related learning experiences for a particular group of handicapped children.

i. Proficiency in using interview techniques and interpreting pupil progress to parents.

j. Proficiency in the utilization and conducting of educational research.

B. Special Education Specialist - Speech & Language Pathologist*

1. Endorsement Standards

To become eligible for this endorsement, the candidate must:

a. Possess or be eligible for a Professional Certificate, and

b. Have completed a Master's Degree with a major in speech and language pathology from an approved program.

2. Role

As a Speech and Language Pathologist assisting regular and special education personnel in designing, implementing and evaluating Individual Education Programs for the areas of language, speech, articulation, fluency and voice.

3. Program Standards

A graduate program for speech and language pathologists should include 60 hours of basic and professional content as well as 300 hours of supervised practicum designed to achieve the following objectives:

a. Knowledge and understanding of the psychological and sociological aspects of human development.

b. Knowledge and understanding of the anatomical, physiological, neurological, psychological and physical bases of speech and language.

*Not up for review or change, but included to show relationship to special certificates.

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c. Knowledge and understanding of genetic and cultural aspects of speech and language development.

d. Knowledge and understanding of the various types of disorders of speech and language and their classifications, causes and manifestations.

e. Knowledge and understanding of the relationships among speech and language problems, with particular concern for the child who presents multiple problems.

f. Knowledge and understanding of the theories of learning and behavior in their application to disorders of communication.

g. Knowledge and understanding of child development and the evaluation of developmental levels.

h. Knowledge and understanding of various services available from related fields for children with disorders of communication.

i. Introductory knowledge of the characteristics, educational procedures, research and relevant resources for all major categories of handicapped children.

j. Knowledge and understanding of philosophies and practice of education.

k. Knowledge and understanding of the contributions that the speech program should make to the total educational program.

l. Knowledge and understanding of the school's overall responsibilities and how the responsibilities of a speech therapist relate to this framework.

m. Proficiency in the use of techniques and instruments used in evaluating the speech and language of children.

n. Proficiency in the use of remedial procedures with children having various disorders of communication.

o. Proficiency in case writing and the use of educational research methods.

p. Knowledge and understanding of the organization and administration of school programs designed to provide direct service to children with communication disorders.

q. Proficiency in using information obtained from related school and community services about the neurological, physical, social, academic and intellectual status of a child.

C. Special Education Specialist - Consulting Teacher/Learning Specialist

1. Endorsement Standards

To become eligible for this endorsement, the candidate must:

a. Possess or be eligible for a Professional Certificate, and

b. Have completed two years of successful teaching service, and

c. Have completed a Master's Degree in Special Education from an approved program or its equivalent.

2. Role

Assist and share responsibility with regular and special education personnel to design, implement and evaluate written individual education programs for handicapped students placed in any one of a variety of instructional settings through the provision of supportive assistance including the provision of in-service training. (Qualifications of persons filling this role should match their professional assignment, i.e. Essential Early Education, Deaf Education, Intensive Special Education, etc.).

3. Program Standards

A program for Consulting Teachers/Learning Specialists should provide ample opportunity for coursework devoted to field experiences and research designed to achieve the following objectives:

a. Knowledge and understanding of (1) the principles of learning, (2) theories of instruction, including theories of individualized instruction, and (3) handicapping conditions as outlined in State eligibility standards.

b. Proficiency in applying theories of instruction, learning principles and data-based individualized instruction to meet the needs of handicapped children in regular classrooms.

c. Proficiency in measuring and monitoring a child' progress on an on-going basis to ensure that contingencies, methods, and materials are adequate for students to attain mastery of the basic competencies in all areas.

d. Proficiency in devising and evaluating specially designed individualized programs.

e. Proficiency in developing or adapting educational materials suited to the unique needs of handicapped learners.

f. Proficiency in methods of consulting with and assisting educational personnel in the development, implementation and evaluation of individualized education programs.

g. Proficency in consulting with parents in the management and education of handicapped students.

h. Proficiency in the development and implementation of pupil assessment and evaluation systems which result in reliable measures of student performance.

D. Special Education Administration: Coordination of Special Education Services

1. Endorsement Standards

To become eligible for this endorsement, the candidate must:

a. Be eligible for an endorsement as a Special Education Specialist.

OR

Be eligible for an endorsement of specialist in an area closely related to special education (i.e. Guidance, School Psychological Services, Remedial Reading) and have experience with handicapped children equivalent to a Special Education Specialist, and

b. Have a minimum of 9 graduate hours in administration, supervision, evaluation or an equivalent combination of coursework and experience.

2. Role

Administration, supervision and evaluation of special education services with regular education programs, parents of handicapped students and other social and support services in the community.

Pages 71 through 74 have been

eliminated

GUIDELINES FOR ADEQUATE PREPARATION

21. Competencies for Initial Certification as a Reading Teacher

A. Definition: A Reading Teacher instructs individuals or groups in reading or reading-related curriculum.

B. Preparation and Experience:

1. The Reading Teacher must meet the requirements enumerated under the Reading Competencies for Initial Certification of all teachers.

2. Should have a minimum of two years of successful classroom teaching and/or a professional standard teaching certificate.

3. Must meet the additional four competencies listed below by successful completion of eighteen (18) credit hours of formal study and directed clinical experience in the teaching of reading or through a competency evaluation procedure developed by an institution having an approved teacher education program and approved by the State Board of Education.

C. Competencies:

1. Can prescribe and use programs based upon diagnosis for those students for whom the reading teacher is responsible.

2. Can select, create, and use reading materials appropriate to group and individual needs.

3. Cooperates with other teachers to provide effective reading/learning programs for children.

4. Can instruct individuals and small groups to meet their reading needs.

GUIDELINES FOR ADEQUATE PREPARATION

21 (a) Competencies for Initial Certification as a Reading Specialist

A. Definition: A person who instructs individuals or groups in reading and who works with teachers, parents, and community groups to improve reading instruction and district-wide understanding of reading programs.

B. Preparation and Experience:

1. The Reading Specialist must meet all requirements for certification as a Reading Teacher.

2. Must meet the additional competencies listed below by successful completion of six (6) additional credit hours of study related to reading from an institution with an approved teacher education program or through a competency evaluation procedure developed by an institution having an approved teacher education program and approved by the State Board of Education.

C. Competencies

1. Can consult, discuss, present, report, propose, and share appropriate information pertaining to reading instruction with teachers, parents, and community groups.

2. Can establish workable reading programs for individuals as determined by diagnosis and referral.

3. Can design and carry through plans to facilitate the distribution of resources related to reading to classroom teachers.

4. Can evaluate reading programs and report to teachers, school boards and others.

5. Can select and interpret professional literature related to reading.

GUIDELINES FOR ADEQUATE PREPARATION

21 (b) Competencies for Certification as a Reading Coordinator

A. Definition: A Reading Coordinator is a person who develops, administers, supervises, integrates and improves school and district reading programs.

B. Preparation and Experience:

1. The Reading Coordinator must meet all requirements for certification as a Reading Specialist and demonstrate competencies listed below.

2. Must have a master's degree or other advanced degree in reading. The degree program must have included a research component and field experience in supervision and administration.

3. In lieu of 2 above, the candidate may qualify through a competency procedure developed by an institution having a program approved for reading coordinator preparation and approved by the State Board of Education.

C. Competencies:

1. Can determine needs for inservice education in reading instruction and can carry out such a plan in a school or district.

2. Can evaluate and describe experimental research methods used to aid and to evaluate reading instruction programs.

3. Can design and direct research related to reading.

4. Knows and can use current research to justify proposals and programs in reading.

5. Can interpret statistical results of reading research for superintendents, teachers, and board members.

6. Can prepare budgets for reading programs and can order materials that meet instructional needs and budget priorities.

7. Can establish school and district systems for the inventory and purchase of instructional materials related to reading.

8. Can inventory and purchase instructional materials related to reading for school and district.

9. Can consult with principals, superintendents, and school board members to determine the need for additional reading staff.

10. Can evaluate and interpret standardized test scores as they relate to reading in order to improve the system wide reading program.

GUIDELINES FOR ADEQUATE PREPARATION

21 (c) Competencies for Reading Paraprofessionals

A. Definition: A person who spends scheduled time instructing individuals or small groups of students in reading under the direction of a classroom teacher, reading teacher, reading specialist, or reading coordinator.

B. Preparation and Experience:

1. See State Board Policy on Certification of Paraprofessionals, Levels I, II, III, IV on pages 93-94 of the 1971 Revision of the Certification Regulations.

2. Receives six (6) credit hours or the equivalent in developmental reading skills, reading programs, diagnostic teaching, and individualized instruction.

C. Competencies:

1. Can follow a specific lesson plan for reading instruction from a classroom teacher, reading teacher, reading specialist, or reading coordinator.

2. Can discuss individual or small groups progress in reading with classroom teacher, reading teacher, reading specialist, or reading coordinator.

3. Can motivate and maintain student involvement in reading.

4. Demonstrates knowledge of reading skills.

GUIDELINES FOR ADEQUATE PREPARATION

22. Science

Programs for the preparation of secondary school science teachers should include provision for certain fundamental areas of study outlined in Guidelines for the Preparation of Teachers of Secondary School Science and Mathematics produced by NASDTEC-AAAS. These are summarized below. It is not necessary that all colleges adopt a uniform pattern of organization for providing the subject-matter preparation for the science teacher. Some institutions with a divisional organization may offer a curriculum for the preparation of science teachers through a single division. Others, with a departmental pattern of organization, may offer individual teaching majors through separate science departments, such as physics, chemistry, biology, etc. Whatever the type of organization, the subject-matter portion of the teacher's preparation should constitute a pattern carefully planned in accordance with the following Guidelines:

a. Guideline I: The program should include a thorough college-level study of the aspects of the subject that are included in the high school curriculum.

b. Guideline II: The program should take into account the sequential nature of the subject to be taught, and in particular should provide the prospective teacher with an understanding of the aspects of subject which his students will meet in subsequent courses.

22. Science (continued)

c. Guideline III: The program should include a major in the subject to be taught, with courses chosen for their relevance to the high school curriculum.

d. Guideline IV: The major should include sufficient preparation for the latter pursuit of graduate work in one of the sciences or in mathematics.

e. Guideline V: A fifth-year program should emphasize courses in the subject to be taught.

f. Guideline VI: The program should include work in areas related to the subject to be taught.

g. Guideline VII: The program should include preparation in the methods especially appropriate to the subject to be taught.

h. Guideline VIII: The program should take into account the recommendations for curriculum improvement currently being made by various national groups.

(1) Broad Background in the Sciences and Mathematics

All science teachers should have a broad background in the sciences and mathematics, as well as specialization within the field of science.

(2) Specialization within the Field of Science: BIOLOGY

(a) Essential biological concepts that should be included are:

1) The characteristics of living organisms;

2) The interrelationships of living organisms with their physical and biotic environments;

3) Significant emphasis on the actual living materials through laboratory and field experiences; and,

22. Science (continued)

4) Strong emphasis on the actual living materials through laboratory and field experiences; and

5) Emphasis on science (and biology as a science) as investigation and inquiry, especially through experimental methods.

(b) Advanced Work in Biology

Advanced courses in biology should be so selected as to maintain a broad knowledge of plants and animals alike, so selected as to avoid specialization in a particular area of biology or in a particular group of organisms. The essential point is study of basic processes as they appear in examples drawn from all three major organismal groups (micro-organisms, plants, animals). With few exceptions, all of these courses should include laboratory work of an experimental kind as well as descriptive studies.

Any courses which are neither directly relevant to the high school program nor prepare for graduate study should be discouraged.

(c) Work in Areas Related to Biology

To reach the desirable level of biological understanding, a prospective biology teacher needs a relatively large amount of work in related sciences. An understanding of the basic facts and principles which govern the relationships of matter and energy is imperative. If the recent insights into life processes

22. Science (continued)

are to be introduced into the secondary school curriculum an introduction to organic chemistry and biochemistry, some grasp of historical geology, some mathematics and some psychology are needed.

(3) Specialization within the Field of Science: CHEMISTRY

(a) Essential chemical concepts that should be included:

1) General Inorganic Chemistry: Composition and structure of matter, atomic and molecular theory, states and transitions of matter, stoichiometry, nature of solutions, periodic tables and relationships among the elements, rates and equilibrium ionic equilibrium and properties of electrolytes oxidation-reduction and electro-chemistry, energy relationships, nuclear and radiochemistry, and a study of the inorganic chemistry of important elements.

2) Organic Chemistry: Important types of organic reactions interpreted in terms of bonding orbitals, kinetics, thermodynamics and spatial relationships; application of these principles to some processes and compounds of particular interest because of their theoretical, industrial, or biochemical importance.

3) Analytical Chemistry: Gravimetric, volumetric, and instrumental methods, their applications and limitations.

22. Science (continued)

4) Physical Chemistry: Determination of precise physical properties and the application of these data to thermo-dynamics, kinetics, and structure.

5) Work in Areas Related to Chemistry: Foundations training for teaching chemistry should include adequate basic study in physics, mathematics, and biology. Since both physical chemistry and a part of the physics study requires a working knowledge of calculus the requirement in mathematics should include this area.

(4) Specialization within the Field of Science: PHYSICS

(a) Essential physical concepts that should be included: The specialized education of the physics teacher should consist of an intensive treatment of the fundamental or basic topics of physics rather than a random selection of courses, many of which might be only incidental to the high school curriculum.

A suggested group of courses would include:

1) A one-year basic course in college physics. This should be a course which pursues in depth the important and basic principles of physics. Problem solving and laboratory experience are important aspects of this course.

2) Intermediate courses. The curriculum of the prospective high school physics teacher should include the subject matter of the following areas:

22. Science (continued)

physical mechanics, heat and thermodynamics optics, electricity and magnetism, and electronics. Emphasis should be on a thorough quantitative treatment of a limited number of important topics in these areas of classical physics.

3) Atomic and nuclear physics. Atomic and nuclear physics should be traced through study of the phenomena, concepts, and experiments that are important to the understanding and appreciation of these newer areas of physics.

(b) Work in areas related to physics.

To acquire an adequate mastery of mathematics and breadth of understanding in the sciences, the prospective physics teacher will be required to include in his college program study in these areas: (1) General Chemistry; (2) Mathematics including calculus and differential equations; (3) Principles of biology; and (4) Study in at least one of the following fields: geology, meteorology, physical geography, or astronomy.

(5) Specialization within the Field of Science: PHYSICAL SCIENCE

The physical science teacher is one who will teach primarily the physical science course in high school but who will be qualified also to teach either physics or chemistry or both. He should distribute his undergraduate work in physics and chemistry about equally between the two. Furthermore, a teacher of integrated courses in physical science will

22. Science (continued)

need to draw more of his teaching materials from other physical sciences, such as geology, astronomy, and meteorology, than will a teacher who teaches only physics or chemistry.

(a) Essential physical science studies to be included:

1) The general principles of chemistry
2) Organic chemistry
3) Analytical chemistry
4) College physics
5) Intermediate courses in physics
6) Modern physics

(b) Work in areas related to physical science.

A suggested group of courses would include: (1) three of four one-semester courses distributed among the following fields: geology, meteorology, including calculus, (3) the principles of biology.

(6) Specialization within the Field of Science: EARTH AND SPACE SCIENCE

Essential science studies to be included:

Earth and space science as taught in most schools includes the study of the solid earth, the atmosphere, the hydrosphere, and their relationship to the universe. Emphasis should be placed on the physical and biological aspects of the atmosphere, lithosphere, and hydrosphere and their interrelationship. It is recommended where possible that a major in the broad field of the earth sciences be taken. Where such programs are not available, a major in one of the included sciences

22. Science (continued)

(astronomy, geology, meteorology, and oceanography) should be taken with supporting work in each of the other three. The major in earth science should be supported by a minor in either mathematics, biology, chemistry, or physics and should include as a supplementary requirement: mathematics through calculus, at least one year of chemistry, at least one year of physics, and one year of biology.

GUIDELINES FOR ADEQUATE PREPARATION

23. Social Studies

The curriculum for the preparation of social studies teachers has as its general objective the attainment of a broad understanding of human society and the environmental and cultural factors which shape and condition human life. Insight into the complexities of modern society requires knowledge and understanding of history, government, economics, sociology, cultural anthropology, and geography. The courses which comprise the social studies curriculum should make systematic and deliberate provision for content in each of the following:

a. History: origin and historical development of various cultures throughout the world; interplay of physical, economic, political, and social forces in the shaping of world civilization; meaning of the American heritage; and the economic, political, and social background of contemporary American life in a world setting.

b. Political Science: nature of government in modern society as a supplier of essential service, the embodiment of values, and the arbiter of interest conflicts; principles and practices of the national, State, and local units of American government as compared with other forms of government; and appreciation of democracy not only as a form of government, but also as a conviction based on moral principles and a philosophy of life.

c. Economics: principles and processes underlying current problems and practices in various economic systems; application of social controls to economics; and the regulation of economic controls by government.

23. Social Studies (continued)

d. Sociology and cultural anthropology: diverse behavior of people in different parts of the world and the influence of environmental factors on their cultural values; nature of great social upheavals now taking place in various parts of the world; and major social problems of American society such as those relating to minority groups, health and medical care, employment and industrial relations, crime, and delinquency

e. Geography: the earth's natural resources as a limiting and conditioning influence upon the development of human culture and as a source of political and economic power; more efficient use of natural resources on a global scale.

The social studies program as carried out in the different States usually follows one of two patterns. It may follow the subject-major pattern, emphasizing one or more areas of the social studies, supplemented by work in cognate areas. This prepares the student to teach the specified subjects in accordance with the limitation of the program completed. Or, the program may follow the comprehensive-major pattern, embracing a broad base of social science including history, sociology and cultural anthropology, government, economics, and geography, with a concentration in one field. This prepares the student to teach any of the social studies offered in the public school curriculum.

GUIDELINES FOR ADEQUATE PREPARATION

24. Specialized School Personnel (other than Pupil Personnel Services, Special Education, Principal and Superintendent)

Professional Specialized School Personnel are drawn together within a rather flexible certification category because of the varieties of services they perform and the diversified programs of preparation required. Therefore, heavy dependence is placed upon the development of appropriate guidelines within each of the particular specialties involved.

Included here are professionally trained personnel who:

a. may teach, but not in standard instructional situation

b. may perform related, coordinated services

c. may supervise, coordinate, or administer aspects of the school program

d. may serve as staff developers, consultants, or in other professional support capacities.

In the case of assistant superintendent and assistant principal, certificate endorsements shall be issued upon recommendation of the superintendent.

Other Endorsement and Renewal Requirements

a. Professional Probationary endorsements are issued upon completion of minimum requirements mentioned on pages 4 and 5.

b. Professional Standard endorsements will be issued upon approval by the State Department of Education of an application from a candidate who meets the requirements included in Guidelines established by the Department of Education in cooperation with the appropriate state associations.

24. Specialized School Personnel (continued)

Period of Validity

This certificate shall be valid for a five-year period and may be renewed for additional five-year periods.

Renewal

Renewal of the Standard Certificate shall be granted upon acceptance by the State Department of Education of

a. evidence of continued professional growth as demonstrated by completion of a five-year plan developed by the specialist and approved by his employing superintendent within general guidelines established by the State Department of Education,

and b. the recommendation of the employing superintendent.

Each school specialist within six months after the issuance or renewal of the standard certificate shall prepare with the advice and cooperation of his supervisors a "proposal for professional growth" to be carried out in the next five-year period. The proposal shall have prior approval of his superintendent and acceptance by the State Department of Education.

c. Professional Continuing endorsements are issued upon completion of minimum requirements mentioned on pages 9 and 10.

L. CERTIFICATION OF SUPERINTENDENTS AND ASSISTANT SUPERINTENDENTS OF SCHOOLS

1. Superintendent and Assistant Superintendent of Schools Requirements for Initial Certification

   a. Education: At least a Masters Degree which shall include the equivalent of 24 hours of graduate work in management and in administration half of which will be in educational administration.

   b. Experience: A minimum combination of five years of successful teaching and administrative experience, with two years or more in the area of administration or its equivalent as determined by the Commissioner of Education or his designee.

   c. Professional Training and Credentials: Knowledge and Skills: The candidate for certification must present valid transcripts and credentials from accredited institutions as approved by the Commissioner of Education or his designee.

   d. References: Evidence of understanding and successful demonstration of skills in the following areas as evaluated by the Commissioner of Education or his designee.

      (1) Administrative Leadership
      (2) Communications
      (3) Human Relations
      (4) Budget Preparation and Operation
      (5) Curriculum Instruction and Development
      (6) School and Labor Relations Law
      (7) Staff Development
      (8) Management

      For initial certification, the candidate shall submit in writing evidence of success in these areas which will be evaluated by the Commissioner of Education or his designee.

L. CERTIFICATION OF SUPERINTENDENTS AND ASSISTANT SUPERINTENDENTS OF SCHOOLS (continued)

1. Superintendent and Assistant Superintendent of Schools Requirements for Initial Certification (continued)

e. Initial certification shall be for two consecutive years. At the successful completion of the second year the superintendent or assistant superintendent shall apply for a Standard or Continuing certificate.

f. Reciprocity: Valid, comparable certificates from other states endorsed for Superintendent of Schools will be honored for initial certification in Vermont, as determined by the Commissioner of Education or his designee.

2. Requirements for First Standard Certificate--Valid for Five Years

a. Satisfactory service during the period of initial certification is required for the first Standard certificate. Issuance of a contract is evidence of satisfactory ability to serve as a superintendent or as determined by a recommendation from a committee of his peers appointed by the Superintendents' Association or from the Commissioner of Education or his designee.

3. Requirements for Renewal of Standard Certificate

At the end of each successive Standard certificate, the superintendent or assistant superintendent must show evidence of continued professional growth as indicated by having participated in professional learning experiences as follows:

a. Equivalent of at least six semester hours of graduate credit from an accredited university; or

L. CERTIFICATION OF SUPERINTENDENTS AND ASSISTANT SUPERINTENDENTS OF SCHOOLS (continued)

3. Requirements for Renewal of Standard Certificate (continued)

b. Participation in NASE Seminars, NESDEC Seminars, MDI Seminars, AMA Institutes, as determined by the Commissioner of Education or his designee; or

c. Actively enrolled and show evidence of actively pursuing a CAGS Program or Doctoral Program; or

d. Actively pursuing an equivalent study experience to include independent study projects as approved by the Commissioner of Education or his designee.

4. Requirement for Continuing Certificate

Upon application, following the attainment of a CAGS or doctorate or equivalent program approved by the Commissioner of Education or his designee, a superintendent or assistant superintendent may be certified for a ten year period.

A specific statement by the applicant on his long-range plans for a career in education including plans for continuing professional growth must be submitted.

5. Effective date of regulations--July 1, 1976

For re-certification purposes, these regulations will take effect when it is necessary for current practicing superintendents to be re-certified.

GUIDELINES FOR ADEQUATE PREPARATION

26. Trade and Industry

Applicant must have completed a SDE Vocational-Technical Division approved program of teacher education (undergraduate) including recommendation of dean or president of the institution. Planned program shall include trade experience of a minimum of twenty-four (24) months in cooperation with industry in the subject area a prospective teacher expects to teach.

Persons lacking completion of the program above must:

a. Provide evidence of two (2) years of recent trade experience beyond the recognized trade training or apprenticeship period,

b. Be able to contribute to the educational program of a particular school system,

c. Have the recommendation of the superintendent of schools, OR

d. Satisfy a committee of peers that, on an equivalency basis, he or she has the background and competence to perform as a professional teacher, and

e. Have the acceptance of the SDE Vocational-Technical Division.

In the latter case, the program of growth in teacher education will be jointly planned by the Vocational-Technical Division and the superintendent in consultation with the employer.

GUIDELINES FOR ADEQUATE PREPARATION

27. Area Director of Vocational-Technical Education

Qualifications

A. Education

1. Qualify for Professional Standard certification in vocational education in Vermont.
2. Hold appropriate Master's degree or shall complete at least the equivalent of 30 semester hours in subjects or work pertinent to the duties of the position.

B. Experience

1. At least five years of successful experience in teaching in a vocational education program meeting the standards of the Vermont State Plan for Vocational Education.
2. At least one year of successful experience as head of a department of vocational education or other administrative or supervisory experience.

C. Personnel having unique and relevant experience in lieu of formal degrees and certification requiring such degrees may be approved by the Division of Teacher and Continuing Education.

D. Competencies

1. Ability to coordinate activities with schools served in the area in order that students may enroll in vocational education. This includes the ability to maintain close and cooperative working relationships with all school administrators, guidance personnel and teachers.
2. Ability to use and work with advisory committees and handle public information and relations.

D. Competencies (continued)

3. Ability to work effectively and cooperatively with local and state agencies.
4. Ability to plan, develop, administer, evaluate and improve vocational programs to meet the needs of every individual student and each community and to provide the skills that will promote the student's future growth and change.
5. Ability to assist the superintendent in recruiting and selecting vocational personnel.
6. Ability to effectively supervise and provide technical assistance to staff.
7. Ability to provide leadership in professional growth of staff members and to administer in-service programs.
8. Ability to prepare budgets, plans and reports for the local school system and the State Department of Education.
9. Ability to organize and direct studies and surveys for short and long range planning.
10. Ability to prepare educational specifications for construction or modifications of facilities.
11. Ability to design programs that accomodate opportunities for social and personal needs as well as vocational needs.

The Bilingual-Bicultural Program:

Includes:

-- use of the child's home language to initiate him to the school environment.
-- the development of language skills in the child's home language.
-- the development of language skills in the child's second language.
-- the use of the child's dominant language to teach subject matter.
-- the development of the child's self-esteem and positive identity with his cultural heritage— a legitimate pride in both cultures (and a sharing of these cultural aspects with children from the dominant language group).
-- involvement of parents in all aspects of the program.

Is for:

-- those children of non-English speaking backgrounds who may not be able to succeed in traditional programs.
-- students who may be able to succeed in a regular school program but who should be provided the opportunity to continue to develop a first language and to receive positive re-affirmation of their cultural identity at school.
-- English speaking children in a bicultural setting to share the benefit of experience and learning based on linguistic and cultural diversity.

A Bilingual Teacher:

Is:

-- a teacher who instructs in a classroom where there are children who are native speakers of English and children who are of non-English speaking background or of a culturally different background. This teacher devotes special attention to and has a real awareness of the linguistically or culturally different child. This teacher also works to create better understanding between groups of children and between the school and the community.

Teachers will receive the endorsement of Bilingual-Bicultural: in the appropriate language when they have demonstrated language proficiency(I) and completed an approved program developed under the guidelines (II).

I. Minimum Professional Requirement: Language Proficiency

The teacher must demonstrate a thorough knowledge of the child's home language and be able to teach subject material through it. This proficiency includes both speaking-listening fluency and reading and writing ability as assessed by an approved Institute of Higher Education or local education agency, or the State Department of Education.

II. Guidelines for Program Development for Teachers of Bilingual-Bicultural Education

Programs should be written in such a way that assessment of skills, competencies and knowledge is an expected outcome of each area.

A. Personal Qualities and Generic Competencies:

1. Demonstrate an understanding of the philosophy and theory of bilingual-bicultural education and its application (process by which language skills are learned and applied).

2. Demonstrate a genuine and sincere interest in the education of children regardless of their linguistic and cultural backgrounds -- be able to communicate this.
3. Demonstrate a thorough knowledge of the child's home language and be able to teach subject material through it and to use it as a positive teaching tool.
4. Demonstrate cultural awareness and sensitivity and a thorough knowledge of the cultures reflected in the two languages involved.
5. Demonstrate awareness of resources and seek special assistance and extra materials when called for from outside sources.
6. Demonstrate ability to deal with the particular linguistic and cultural needs of the individual child and be able to test and evaluate these needs.
7. Demonstrate an interest and an ability to function in a liaison capacity for families of the bilingual child in order to facilitate communication and community understanding of cultural matters.
8. Demonstrate the ability to record and utilize cumulative reports of the child's progress.
9. Demonstrate the ability to foster the students' awareness and evaluation of their progress.
10. Demonstrate sensitivity towards the needs of both (all) groups of students while furthering cultural exchanges and good self-concept for both.
11. Demonstrate the ability to plan program on individual and group needs.
12. Demonstrate the ability to diagnose, evaluate and disseminate appropriate materials, eg., analyze existing materials to be reinforced in second language presentations.
13. Demonstrate the ability to cooperate with school officials and other classroom teachers in implementing or organizing bicultural-bilingual programs for understanding and awareness.

B. Language Proficiency:
1. Be able to communicate effectively, both in speaking and understanding, in the languages and within the cultures of both the home and the school.
2. Be able to carry out instruction using a standard variety of both languages.

C. Linguistics:
1. Demonstrate the ability to recognize and accept the language variety or dialect of the home and a standard variety or dialect as valid systems of communication, each with its own legitimate functions.
2. Demonstrate an understanding of the basic concepts regarding the nature of language and language acquisition.
3. Demonstrate an understanding of the nature of bilingualism and its levels, the process of becoming bilingual and have knowledge of the theories of second language learning.

4. Demonstrate knowledge of phonological and structural differences between the child's first and second languages, recognizing areas of potential interference and positive transfer. Develop curricular activities to deal with the preceding.

D. Culture (a blueprint for the learned and shared behavior of a people. It specifically is concerned with the traditional lifeways which are handed down from parent to child.) :

1. Demonstrate the ability to develop awareness in learner of the value of cultural diversity. Help children to interact and cooperate successfully in cross-cultural setting and on cross-cultural projects.
2. Demonstrate awareness of diverse patterns of child development and behavior expectations in the two cultures in order to formulate realistic objectives and evaluations.
3. Demonstrate the ability to assist children to maintain and extend identification with and pride in the mother culture.
4. Demonstrate understanding of, appreciation for, and the ability to incorporate into activities materials and other aspects of the instructional environment:
   a. The culture and history of the group's ancestry.
   b. Contributions of this group to the history and culture of the U.S.
   c. Contemporary life styles of the group.
5. Demonstrate understanding of the effects of socio-economic and cultural factors on the learner and the educational program.
6. Demonstrate the ability to recognize differences in social structure, including family organization, patterns of authority and value systems and their significance for the program.
7. Demonstrate ability to do research and gather information on the community and on its culture groups. Be able to intepret this information from his or her knowledge of cultural history and to organize materials to be integrated into curriculum and for use in the community.

E. Instructional Methods:
Demonstrate the ability:

1. To assist children to maintain and extend command of the mother language in listening, speaking, reading, and writing.
2. To organize, plan and teach specific lessons in basic skills in the learners' language(s).
3. To utilize innovative techniques effectively and appropriately in the learners' language(s).
   -i.e.: inquiry-discovery strategies, individualized instruction, learning centers, media and audio-visual materials, etc.
4. To utilize first and/or second language techniques according to the learners' needs at various stages of learning process.

5. To develop an awareness of the way in which the learners' culture should be highlighted or included in significant areas of the curriculum.
6. To identify and utilize available community resources inside and outside the classroom.
7. To identify cultural biases in existing curriculum and/or materials and develop more suitable materials.

F. School -- Community Relations:

The bilingual-bicultural teacher is an important link in communication which can help to bridge the structural and cultural gap which exists between school and community, and between dominant and sub-cultural groups. The school with a bilingual-bicultural educational program should serve as a catalyst for the cooperation and mutual appreciation of diverse cultures within the community. The teacher should demonstrate the ability to:

1. Work to enhance cooperation and communication between parent-child and school.
2. Provide the opportunity for the direct participation of the learners' family in regular instructional programs and activities. Also, if feasable or necessary, be instrumental in guiding towards or providing for parental instruction if desired.
3. Provide leadership in establishing home/community exchange of socio-cultural information which can enrich the learners' instructional activities.

G. Supervised Teaching:

Because of the disparity between theory and practical teaching realities, each bilingual-bicultural teacher should have an on-site supervised teaching experience in a bilingual-bicultural setting.

In terms of the language requirements for bilingual/bicultural education, though the local school district shall determine its own method of evaluating competence and prescribing training programs, it is strongly urged that a commercially developed test be administered in terms of the standardization requirement and that a member of the local community be asked to evaluate the applicant in terms of competence in the local variety of the language. At the higher levels of certification, it is also strongly urged that courses in cultural content constitute a substantial percentage of the academic requirements.

1. LEVEL I PARAPROFESSIONAL CERTIFICATE FOR BILINGUAL/BICULTURAL EDUCATION

   Issued to an applicant who has completed six semester hours of approved training for paraprofessionals or the equivalent, as well as a demonstrated competence in the four-skills level in English and in the comprehension level in the local variety of the other language. The training may be acquired on a preservice basis or while on-the-job training the first month of employment if the program has been approved by the State Department of Education.

2. LEVEL II PARAPROFESSIONAL CERTIFICATE FOR BILINGUAL/BICULTURAL EDUCATION

   Issued to an applicant who has demonstrated competence as a paraprofessional for a minimum of one year's experience or its equivalent, six months of which have been in a program of bilingual/bicultural education. The applicant also must have acquired thirty semester hours of approved academic work or their equivalent (eg. workshops, conference work, independent study, etc.), six hours of which pertain to bilingualism/biculturalism, as well as a demonstrated competence in the four-skills

level in English, in the comprehension and oral levels in the standardized version of the other language, on the oral level only in the local variety of the other language.

3. LEVEL III PARAPROFESSIONAL CERTIFICATE FOR BILINGUAL/BICULTURAL EDUCATION

Issued to an applicant who has deomstrated competence as a paraprofessional for a minimum of two years or the equivalent, one year of which has been in a program of bilingual/bicultural education. The applicant also must have acquired sixty semester hours of approved academic work or their equivalent, twelve hours of which pertain to bilingualism/biculturalism, as well as a demonstrated competence in the four-skills level in English, in the comprehension, oral and reading levels in the standardized version of the other language, in the oral level only in the local variety of the other language.

4. LEVEL IV PARAPROFESSIONAL CERTIFICATE FOR BILINGUAL/BICULTURAL EDUCATION

Issued to an applicant who has demonstrated competence as a paraprofessional for a minimum of three years or the equivalent, two of which have been in a program of bilingual/bicultural education. The applicant also must have acquired ninety semester hours of approved academic work or their equivalent, eighteen hours of which pertain to bilingualism/biculturalism, as well as a demonstrated competence in the four-skills level in English and the standard variety of the other language, in the oral level only in the local variety of the other language.

"APPROVED ACADEMIC WORK" FOR BILINGUAL/BICULTURAL EDUCATION CERTIFICATE

1. Courses in methodolgy dealing with linguistically or culturally different children including courses in English as a Second Language and English as a Standard Dialect.

2. Courses in standard variety of language.

3. Courses in culture(s) involved with the language.

4. Courses in theory/practice of bilingual/bicultural education.